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ABSTRACT

This publication reports on a survey of 2,682 local directors of ERASMUS (Action Scheme for the Mobility of Students), a program of international student exchange of the European Community states. Central sections describing study findings in detail cover profiles of the Inter-University Cooperation Programme (ICP) partners surveyed; duties, attitudes, and characteristics of the directors; cooperation between partners and management of the ICP; academic arrangements; and achievements and problems. A final section is a summary that highlights findings including the following: (1) of partner departments almost 20 percent each were at British, French, and German institutions; (2) ICP local directors spent an average 3.3 hours per week on work related to the ICP and in general considered active involvement in the management of the ICP worthwhile for improving their understanding of the host country, for better teaching contacts, and for acquaintance with other teaching methods; (3) 61 percent of ICPs employed systematic criteria for the selection of students; (4) 15 percent of directors observed serious academic problems among incoming ERASMUS students particularly regarding taking examinations in a foreign language, differences in teaching and learning methods, class and group size, and too-high academic level of courses; (5) more than 75 percent of departments found that participation led to some spin-off activities such as research cooperation and staff exchange. (JB)

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ERASMUS Student Mobility Programmes 1991/92 in the View of the Local Directors

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ERASMUS Monographs No. 19

Friedhelm Maiworm

Ulrich Teichler

ERASMUS STUDENT MOBILITY
PROGRAMMES 1991/92 IN THE VIEW
OF THE LOCAL DIRECTORS

WERKSTATTBERICHTE - BAND 46

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The present report has been prepared in the context of the monitoring and evaluation of the European Community Action Scheme for the Mobility of University Students (ERASMUS). It is designed primarily for use within the services of the European Commission, and although the report is being placed at the disposal of the general public, it is emphasized that the views which it contains are those of the authors and do not necessarily represent the official position of the Commission.

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Preface

The European Community Action Scheme for the Mobility of University Students (ERASMUS) was established by the Council Decision of 15 June 1987, and its second phase was adopted in 1989. The Programme is open to all types of higher education institution and all subject areas, and aims to promote wide-ranging inter-institutional cooperation for activities related to teaching.

The Inter-University Cooperation Programmes (ICPs) set up under ERASMUS form the backbone of organisation behind a range of different activities. By far the most significant element to date has been the student mobility programmes which offer university students a chance to undertake a substantial period of study (minimum three months) in another Community Member State and have that study fully recognised by the home institution as an integral part of their degree. ICPs can also incorporate other activities such as teaching staff mobility, development of new curricula, and intensive programmes. ERASMUS also provides for study visits to other higher education institutions within the Community, and complementary activities seeking to improve the general European climate for academic cooperation. Although each ICP is contractually linked to the programme via a coordinator based at one of the partner institutions, every partner has its own 'local director', responsible for activities 'on the ground' at the institution concerned.

The Programme has developed over the years, in response to the monitoring and evaluation activities that are central to the charting of the Programme's progress. Such studies and evaluations not only contribute to the historical record of the ERASMUS Programme; they also point to the future direction of improvements and innovations. Seeking the views of the local directors has been a significant step in this process of adaptation. Since formal progress reports on projects are submitted via the ICP coordinator, it is particularly important to use such studies as this to gauge the feelings from all the participating staff on the effectiveness and impact of European cooperation. When taken with the results of studies of a third participating group - the students themselves - one can expect a balanced picture of the ERASMUS programme to emerge.

The most interesting evaluation studies have been published in the ERASMUS Monograph series, in order to make them accessible to a wider public. The series listing appears elsewhere in the current volume. Ideas and changes derived from the full range of studies have helped to create the SOCRATES Programme, which not only continues to promote the ERASMUS actions mentioned above, but will also provide cooperation opportunities for all education levels. It will also extend opportunities for universities to bring a European dimension to the studies of all students - albeit a rather different dimension from that achieved from studying in a foreign country. In addition,

SOCRATES aims to encourage reflection on the longer-term effects of cooperation, and to stimulate further the debate in the higher education sector.

Objectives and Methods of the Survey

In 1987, the Commission of the European Community inaugurated an Action Scheme for the Mobility of Students (ERASMUS). Supplementary grants, aiming to bear the additional costs for studying for a period in another EC Member State, are predominantly awarded to students taking part in Inter-University Cooperation Programmes (ICPs), where two or more departments from institutions of higher education cooperate to allow for the regular exchange of students. The ICPs are also awarded support for part of the institutional costs involved, and they may also be granted additional funds for foreign language provisions, curriculum development, intensive programmes and teaching staff exchange.

Several studies have been undertaken in order to analyse the successes and problems of the ERASMUS Programme and the participating institutions and persons. A statistical profile of student mobility within the ERASMUS programme has been compiled annually since the inauguration of the programme. Surveys of a representative sample of more than 3,000 each of the 1988/89 and 1990/91 ERASMUS students have been undertaken, and all ECTS (European Community Course Credit Transfer System) students have been surveyed annually since the inauguration of the programme (1989/90, 1990/91 and 1991/92). In addition, the experiences of those in charge of the academic and administrative provisions within the Inter-University Cooperation Programmes have been documented annually in written reports the ICP coordinators are asked to provide as part of their contractual obligation, and the reports for the academic year 1989/90 were systematically analysed (Friedhelm Maiworm, Wolfgang Steube and Ulrich Teichler, *ERASMUS Student Mobility Programmes 1989/90 in the View of Their Coordinators*, Kassel: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung 1993). Finally, teaching staff, mobile within the framework of the ERASMUS programme in 1990/91, have been surveyed as well.

In this study, 1991/92 ICP local directors - i.e. the persons in charge of ERASMUS-related activities at the individual partner departments involved in

ICPs (or institutions, if the ICP is not based on cooperation between departments) - were asked to report their experiences of taking part in ERASMUS. The survey addresses ICP coordinators as well, but only in their capacity of administering ERASMUS-related activities at their respective departments and institutions. The study is based on the responses of 2,682 local directors (698 of them serving as ICP coordinators as well) to a questionnaire: overall, about 60 percent responded to the 16-page questionnaire which was mailed to a sample of more than half of the partners of almost 1,660 ICPs awarded ERASMUS grants for student mobility.

The questionnaire was sent to the partners cooperating within ICPs, because ICP coordinators cannot be expected to know the details regarding each department and institution participating in the respective ICP. As a comparison of the findings of this study with the analysis of the coordinators' reports suggests, the ICP local directors' survey provides a more realistic picture of the average academic and administrative provisions for ERASMUS student mobility and of their successes and problems: in contrast, ICP coordinators generally report practices dominant in the respective ICPs but which do possibly not apply to some of the partners.

The questionnaire focused on the structure of the student mobility programme within the respective ICP, the management and interaction of partners in the ICP, the administrative and academic provisions for both the home and host ERASMUS students, and the achievements and problems of the programme. In addition, the local directors were asked to provide information on their personal background and their ERASMUS-related activities.

The questionnaire consists of 59 questions. Most of them were standardised, thus allowing a statistical analysis with differences of responses examined, notably according to field of study, home and host country, and size of programme in terms of partners participating and students involved.

The questionnaire was mailed in early December 1992 to 5,015 local directors of 1,018 ICPs. A reminder letter with a second questionnaire was mailed in mid-February 1993. The respective ICPs were drawn by stratified sampling from the total number of 1,660 ICPs comprising altogether 8,212 partners. As 380 questionnaires were not returned because the respective department turned out not to be involved in student mobility, 95 addresses were not valid, 49 questionnaires were sent back uncompleted and 58 questionnaires were returned after our deadline, the eventuell corrected target group was 4,433. Altogether, 2,682 directors provided valid responses within five months (see Chart 1.1). The return rate was 60.5 percent.¹

¹ 51 empty questionnaires were sent back. After the deadline, further 56 questionnaires were received. The return rate including the late returned questionnaires is 61.8 percent.

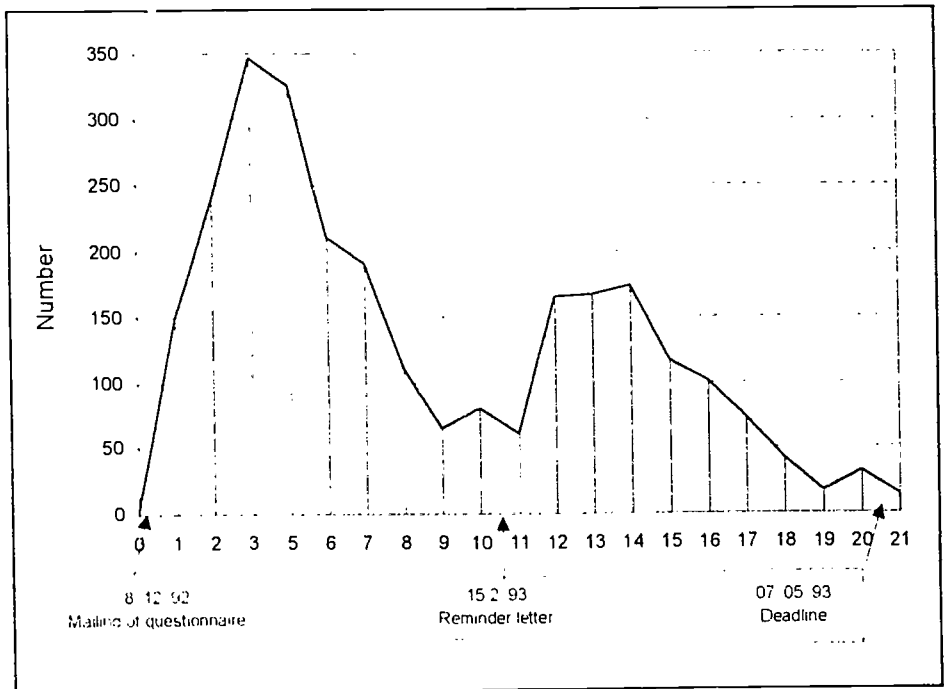
Table 1.1
Representation of ICP Local Directors in the Survey and Return Rate by Country of Respondents
 (only ICPs comprising student mobility)

Country of respondents	All partners*		Sample		Respondents		Return rate
	Number	Percent	Number	Percent	Number	Percent	
B	503	6.1	275	6.2	177	6.6	64.4
D	1283	15.6	678	15.3	501	18.7	73.9
DK	239	2.9	133	3.0	92	3.4	69.2
E	980	11.9	525	11.8	255	9.5	48.6
F	1461	17.8	768	17.3	476	17.8	62.0
G	278	3.4	149	3.4	73	2.7	49.0
I	878	10.7	469	10.6	253	9.4	53.9
IRL	264	3.2	137	3.1	73	2.7	53.3
LUX	6	0.1	2	0.1	0	0.0	0.0
NL	518	6.3	301	6.8	183	6.8	60.8
P	338	4.1	179	4.0	77	2.9	43.0
UK	1464	17.8	817	18.4	522	19.5	63.9
Total	8212	100.0	4433	100.0	2682	100.0	60.5

* Applications approved

As Table 1.1 shows, the distribution (according to the country of the 2,682 ICP partner departments and institutions for which the local directors provided information) differed somewhat from that of all 8,762 partner departments and institutions of ICPs actually supported in 1991/92. The differences are primarily caused by a variation of return rates ranging from 74 percent of German ICP local directors to 43 of Portuguese ICP local directors.²

Chart 1.1
Return of the Questionnaires (number per week)



For matters of simplification of the text, "home country" refers to the country in which the respondent is in charge of ERASMUS-related activities, not to the respondents' native country. "Host country" refers to all the countries the respective department is sending students to or receiving students from. "Department" means the respective "partner" within an ICP. One has to bear in mind

² Excluding Luxembourg where none of the two local directors included in the sample actually responded

that a few ICPs are not based on cooperation between partner departments, but between institutions. Also, an individual department might be included in this survey more than once, if it is a partner in more than one ICP.

The study was conducted by a research team at the Centre for Research on Higher Education and Work of the Comprehensive University of Kassel (Federal Republic of Germany). Friedhelm Maiworm and Ulrich Teichler, the head of the research team, carried out the study and wrote this report. Martin Eidmann and Robert Kreitz were responsible for data processing, data control and the production of tables. Formal checks of the responses, the coding of open questions, help in the analysis and the data processing were undertaken by Skarlatos Antoniadis, Angela Antona, Klaus Klein, Bernhard Krede, Isabelle Le Mouillour and Sabine Stange. Kristin Gagelmann took over many responsibilities in administering the survey and Paul Greim in the processing of this text. The proof reading was done by Irene Magill. The study was cased by advice on the part of the Task Force for Human Resources, Education, Training and Youth, and of the ERASMUS Bureau. Many experts in charge of academic or administrative aspects of ERASMUS programmes in various Member States of the European Community provided valuable advice and support for all stages of the project.

The data processing and statistical analysis was undertaken with the help of the Siemens BS2000 computer of the University of Kassel and on IBM personal computers of the Centre. Programme packages SPSS-X served the statistical analysis and the provision of tables.

Profile of the ICP Partners Surveyed

2.1 Country and Subject Area

The aim of this section, referring to the country and the subject area, is not to provide new information since administrative data, available at the ERASMUS Bureau, allow for a complete overview on the partners participating in ICPs in 1991/92. Rather, the information on the respondents' subject areas and countries in this chapter serves as reference information for the subsequent analysis by explaining the characteristics of the partners included in this survey.

Table 2.1 shows the country of the respective partner departments or institutions of the responding ICP local directors, as well as the subject area of the ICP. Absolute figures are provided: 19 percent each of the local directors responding were from partner departments or institutions in the United Kingdom and Germany; 18 percent from France; while Spain and Italy each comprised 9 percent of the partners included in this survey, followed by 7 percent each of Dutch and Belgian partners. As regards the smaller EC member states, about 3 percent of the respondents each were from Denmark, Portugal, Greece and Ireland.

Table 2.2 shows which host countries the respective partners surveyed sent students to in 1991/92. On average, ERASMUS students of the departments and institutions included in this survey went to 2.1 partner departments and institutions in 1.8 other member states of the European Community while 41 percent of the departments and institutions had partners hosting their students in the United Kingdom, 31 percent in France and 22 percent in Germany. In comparison to the distribution of sending departments, Ireland, the Netherlands, and the United Kingdom were relatively frequent hosts.

Table 2.1
Country of Respondents, by Field of Study (absolute numbers)

Country of respondents	Field of study*													Total				
	Agr	Arc	Art	Bus	Fidu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat		Soc	Com	Oth	Fra
B	8	6	4	14	10	12	2	6	30	13	8	20	12	23	3	3	3	177
D	16	11	21	69	14	79	14	20	78	29	26	21	41	42	4	4	12	501
DK	2	8	2	6	6	18	2	3	12	2	3	4	7	10	4	2	1	92
F	6	13	6	20	10	28	18	24	40	21	4	16	23	20	0	2	4	255
F	15	7	16	68	11	64	14	23	61	41	20	26	53	42	3	3	9	476
GIR	4	3	1	6	2	7	5	4	9	3	6	6	7	8	0	2	0	73
I	7	13	8	16	6	33	7	20	42	20	9	19	26	21	2	1	3	253
IRL	5	3	1	8	3	5	7	3	4	0	4	4	11	9	1	0	5	73
NL	8	4	14	21	8	13	6	8	19	9	6	13	15	30	2	4	3	183
P	5	1	2	7	5	10	4	1	5	1	3	4	14	11	0	2	2	77
UK	15	18	15	53	23	90	16	17	74	28	30	17	58	45	8	8	7	522
Total	91	87	90	288	98	359	95	129	374	167	119	150	267	261	27	31	49	2682

* Explanation see Table 3.2

Table 2.2
Host Countries of ERASMUS ICP Partners in 1991/92, by Country of Respondents (percent of departments/institutions sending students)

Host country	Country of respondents											Total
	B	D	DK	E	F	GR	I	IRL	NI	P	UK	
B	0	8	10	14	11	21	13	19	29	23	10	12
D	31	0	23	19	32	29	24	40	28	17	31	22
DK	8	4	0	4	3	1	3	9	12	3	8	5
E	29	18	23	0	25	12	26	11	25	23	20	20
F	28	40	27	41	0	43	38	32	31	34	42	31
GR	4	4	1	3	4	0	3	9	10	1	6	4
I	17	18	18	28	14	15	0	11	20	10	16	16
IRL	13	14	11	6	10	6	6	0	8	6	5	9
LUX	0	0	0	0	0	0	0	0	0	0	0	0
NI	30	15	20	14	8	15	14	15	0	11	20	15
P	10	4	3	6	7	4	4	8	6	0	4	5
UK	40	54	59	40	59	53	47	21	57	29	0	41
Total	209	178	195	174	174	199	180	175	225	157	161	180
(n)	(158)	(475)	(79)	(243)	(384)	(68)	(231)	(53)	(157)	(70)	(411)	(2329)

Question 4.2: To which partner institutions departments did you send your students in 1991-92; how many did you send and for what duration?

The largest numbers of partners of inter-university cooperation programmes included in this survey were in the field of foreign languages (14 %) and engineering (13 %). Business studies and management sciences (11 %), natural sciences and social sciences (10 % each) were strongly represented as well. Ten other subject areas comprised 1-6 percent each of the partners. One percent were "other" subject areas, and 2 percent "framework agreements in various areas of study".

It should be noted that this survey refers to the field of study which forms the basis of cooperation between the partners involved. In those cases in which the denomination of subject area of the individual partner differs from that of the whole ICP, the field dominating in the ICP is the one used in the analysis.

2.2 Size of ICPs and Number of Students Participating

As the available statistics on the awards of grants show, about five partners cooperated on average within an ICP. In a survey in which directors of individual partner departments and institutions within an ICP are asked to name the number of their partners, the average number of partners stated is bound to be inflated as a statistical artefact. It does become a valid statistic though, if the question is framed as "How many partners and thus, how many possible options for sending and receiving students do the partners have involved in ICP?"

To this question, 25 percent of the respondents reported that only two or three departments were involved in student exchange. A further 26 percent reported an ICP size of 4-5 partners, 31 percent had 6-10 partners, and finally 18 percent had more than 10 partners, with a maximum of 32 partners. Those large ICPs with more than 10 partners were most often named by respondents in communication science, education, law, geography and geology, and business studies.

Among the local directors surveyed, 48 percent reported that their department sent students to one only partner department within the respective ICP. In 25 percent of the cases, students were sent to two partner departments, in 13 percent of the cases to 3, and in 14 percent to more than three partner departments or institutions. On average, students were sent to 2.1 partners.

Local directors were asked to state the reasons for not sending students to all the partners in the respective ICPs listing the reasons separately, according to host country. While 9 percent of the local directors did not respond to this question, among those responding, 48 percent stated reasons why not all the possible flows had been realized. This statistic ties in with ERASMUS student statistics which show that students from less than half of the departments involved go to all the partner departments within the respective ICP.

Among those responding, possible student flows were least often realized to Greece (53 %) and Portugal (55 %). As regards most host countries, about two-thirds of the possible flows were realized, with the United Kingdom standing out with 82 percent of the possible flows realized.

Among those local directors who stated reasons for not sending students to all partner institutions, 28 percent named lack of interest on the part of the students.³

³ The data stated in the text refer to percentage of directors stating the respective reasons regarding to at least one host country

Table 2.3
Reasons for Not Sending Students to ICP-Partners, by Host Countries of ERASMUS Students 1991/92
 (percent of all respondents with partner institutions in the respective host country, multiple reply possible)

	Host countries of ERASMUS students 1991/92											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Purely coincidental	6	7	5	6	6	4	5	7	7	6	4	12
Concern at cost of living	2	2	5	1	2	1	3	0	1	1	2	4
Problems of language competence	7	12	14	11	6	25	12	1	9	20	1	19
Disparity of content of courses	2	3	3	3	2	3	2	1	2	3	2	6
Level of courses offered too high	0	0	0	0	0	0	0	0	0	0	0	0
Level of courses offered too low	1	0	0	1	0	1	1	1	0	1	0	2
Problems of academic recognition	1	1	1	2	1	1	1	1	1	2	1	2
Mismatch of academic calendar	2	2	2	3	3	1	3	1	2	3	2	5
Administrative problems	1	1	1	2	1	1	2	1	1	1	1	4
Lack of student interest	23	15	22	17	12	24	20	13	19	24	6	28
Other reasons for not sending students	6	5	6	6	6	6	6	6	5	5	5	10
All flows envisaged realized	64	66	62	65	72	53	62	73	65	55	82	52
(n)	(670)	(1098)	(427)	(1040)	(1275)	(415)	(864)	(498)	(769)	(521)	(1376)	(2504)

Question 4.3: If you did not send students to all your partners in this ICP, please, state the reasons specifically for the countries of partner institutions (multiple reply possible)

Problems of language competence played a significant role as well (19 %). In 12 percent of the cases, students were not sent for purely coincidental reasons.

Administrative problems (4 %), concern about costs of living abroad (4 %) and mismatch of the academic calendar (5 %) played a much lesser role than the previously named reasons. Finally, a range of academic reasons were less often stated than one might have expected:

- disparity of content of courses (6 %);
- level of courses offered at the partner department too high (0 %);
- level of courses offered at the partner department too low (2 %); and
- problems of academic recognition (2 %).

The reasons varied to a substantial extent by host country. As Table 2.3 shows, lack of student interest and problems of language competence are clearly linked. This is supported by the fact that ERASMUS students, asked about their reasons for choosing a particular host country, most frequently state their prior foreign language proficiency. Students frequently did not choose Greece and Portugal, both because of problems of language competence and lack of student interest. Lack of interest was also named as reason for not sending students to Belgium and Denmark by more than 20 percent of the respondents, whose departments actually had partners in these countries.

Within the 1,639 inter-university cooperation programmes which provided support for student mobility in 1991/92⁴, altogether about 33,500 students went abroad. Thus, the average number of students per ICP was about 21 and the average number per participating partner about 5.5. Among the partners included in this survey and sending students abroad, the average number of students sent abroad was 7.1. Some 10 percent did not send students abroad, but only received ERASMUS students from partner departments and institutions.

As Table 2.4 indicates, the average size of the ICPs in terms of the number of students varied considerably: 32 percent sent only 1 or 2 students abroad, and a further 25 percent 3 or 4 students; 5-10 students were sent by 30 percent of the partners, and only 14 percent sent more than ten students abroad in 1991/92.

The duration of the study period abroad was 6.2 months on average, according to the local directors.⁵ The respective valid administrative data provided

⁴ Ferchler, Ulrich and Marworn, Friedhelm: Student Mobility within ERASMUS 1991/92. A Statistical Profile. Kassel 1993. mimeo.

⁵ This is an average per "flow", i.e. not weighted according to the number of students participating in the respective flow.

for all 1991/92 ERASMUS students were 6.6. In practice, a duration of 4-6 months was most common (44 %), while a duration of 7-12 months was almost as frequent, according to the local directors (38 %). In only 17 percent of the cases, the duration was three months or even shorter in a few cases.

Table 2.4
Number of Students Sent by Partner Departments Within the Inter-University Cooperation Programmes, by Field of Study (percent and mean of departments/institutions sending students)

	1-2	3-4	5-6	7-10	More	Total	Mean
Agricultural sciences	42	22	14	18	5	100	4.4
Architecture	25	20	25	18	11	100	5.8
Art and design	24	25	19	17	14	100	6.2
Business studies management sciences	15	17	18	18	31	100	17.6
Education teacher training	32	25	15	23	4	100	4.9
Engineering technology	36	27	14	12	11	100	5.3
Geography geology	32	32	18	9	10	100	4.6
Humanities	42	32	10	11	5	100	5.1
Languages philo- logical sciences	28	28	18	12	15	100	6.0
Law	20	21	15	19	25	100	8.8
Mathematics informatics	40	27	12	12	8	100	4.3
Medical sciences	45	23	21	7	4	100	3.7
Natural sciences	44	25	14	10	7	100	4.3
Social sciences	30	20	18	17	15	100	8.0
Communication infor- mation sciences	5	20	48	24	5	100	5.6
Other areas of study	31	35	12	12	12	100	5.0
Framework agreements in various study areas	40	19	8	17	17	100	7.2
Total	32	28	16	14	14	100	7.1
(n)	(727)	(566)	(376)	(322)	(316)	(2307)	(2307)

The duration varied by field of study. According to the local directors, it was 7.1 months on average in business studies and almost seven months in law and mathematics (6.9 each). On the other hand, it was shortest in education (4.1 months). In most fields, an average duration of five or six months was reported.

2.3 Work Placement

Placements in commercial, industrial or public organisations formed part of the study period abroad in 21 percent of the departments or institutions surveyed, according to the 1991/92 ICP local directors' responses, compared with 29 percent of the ICPs, according to reports of 1989/90 ICP coordinators. Again, as not all the partners of the respective ICPs participated in the work placement component of student exchange, the 1991/92 local directors' responses do not necessarily show a change over time, but rather a more realistic picture of the opportunities for work placement abroad at the departments participating in the ERASMUS programme. It might be added here that 21 percent of the 1990/91 ERASMUS students surveyed participated in work placement.⁶

Placements were most common in education and teacher training (54 % of the respective cases) and medical fields (48 %). They also were frequent in business studies, agriculture (33 % each), and engineering (32 %). Comparison with the 1989/90 ICP data suggests that a substantial number of departments in business and agriculture ICPs which are involved in work placement do not themselves participate in that kind of activity within the ICPs.

Placements were by no means arranged solely in industrial and commercial enterprises. In fact, Table 2.5 shows that work placements were most often taken in educational institutions, followed by industrial, commercial and medical institutions. Educational institutions were the site of work placement for a substantial number of students not only in education, but also in medical fields, agriculture, natural sciences, engineering and some other fields.

The number of students going abroad with the help of an ERASMUS grant and participating in work placements in the host country was 5.7 on average per partner department sending students to work placement abroad. It was by far the highest in business studies (14.2 students as compared to about 2-5

⁶ On the one hand, not all students going abroad in the form of exchanges, offering work placement actually participated in work placement. On the other hand, one has to bear in mind that ICPs providing work placement opportunities are relatively large on average in terms of the number of students participating.

students in other fields in which work placements are provided in a considerable proportion of the participating departments).

Table 2.5
Type of Institution/Sector in Which the Placement was Carried Out, by Selected Fields of Study (percent of departments/institutions sending students to work placement abroad; multiple reply possible)

	Field of study*									Total
	Agr	Bus	Edu	Eng	Mat	Med	Nat	Soc	Oth	
Industrial organisation	60	70	0	68	41	8	17	15	16	36
Commercial organisation	14	75	0	0	12	0	0	15	30	19
Public administration	3	23	5	2	0	3	3	13	20	10
Medical institution	0	3	7	1	0	73	6	13	6	12
Social institution	0	5	41	0	0	5	0	50	4	9
Educational institution	49	13	71	38	59	35	73	20	32	40
Other placement	17	10	0	7	12	3	17	10	30	12
Total	143	200	124	116	124	126	115	135	138	138
(n)	(35)	(91)	(41)	(104)	(17)	(66)	(71)	(40)	(90)	(555)

Question 4.9: In what type of institution economic sector did your students carry out their placement?

* Explanation see Table 3.2

At 67 percent of the departments involved in work placement, students' performance during the placement was formally assessed *and* counted towards the final degree, while in 19 percent of the cases, assessment undertaken did not count for the final degree. Finally, assessment was not customary in 14 percent of the cases. According to the 1991/92 ICP local directors, counting of achievements during work placement towards the final degree is a far more widespread practice than data provided by ICP coordinators in 1989/90 suggested. Obviously, an increasing number of participating departments turned to this practice.

Seventy-eight percent of ICP local directors of departments involved in work placement stated that the host institution played a strong role in the supervising and monitoring of the student, during their work placement period (1 and 2 on a scale from 1 = "very strong role" to 5 = "no role at all"). It is worth noting that a strong role of the home institution in this respect was perceived

by 55 percent of the local directors as well. In both respects, slightly more 1991/92 ICP local directors reported a strong role than 1989/90 ICP coordinators.

Table 2.6
Optional or Mandatory Placement Abroad, by Selected Fields of Study
(percent of departments/institutions sending students to work placement abroad)

	Field of study*									Total
	Agr	Bus	Edu	Eng	Mat	Med	Nat	Soc	Oth	
Optional, some participated	62	49	21	49	50	25	34	61	61	46
Optional, all participated	12	4	31	16	25	20	18	11	17	15
Mandatory	26	46	49	36	25	56	48	29	22	39
Total	100	100	100	100	100	100	100	100	100	100
(n)	(34)	(91)	(39)	(101)	(16)	(61)	(67)	(38)	(89)	(536)

Question 4.4: Did your students carry out a period in placement (in a commercial, industrial, educational, administrative, medical, social or public organisation, etc.) in 1991/92 within this ICP as part of their ERASMUS period abroad?

* Explanation see Table 3.2

Table 2.7
Payment for Placement, by Selected Fields of Study (percent of departments/institutions sending students to work placement abroad)

	Field of study*									Total
	Agr	Bus	Edu	Eng	Mat	Med	Nat	Soc	Oth	
No	47	37	96	38	56	80	79	77	69	61
Yes, some	39	41	7	33	19	14	3	15	19	23
Yes all	14	23	2	29	25	6	18	8	12	16
Total	100	100	100	100	100	100	100	100	100	100
(n)	(36)	(93)	(40)	(104)	(16)	(65)	(73)	(39)	(94)	(560)

Question 4.8: Did your students carrying out a placement during the ERASMUS study period abroad receive payment for their work?

* Explanation see Table 3.2

Finally, 16 percent of the respective local directors stated that all students received a payment from the host organisation, 23 percent reported that some students received a payment, while in most cases (61 %) students did not receive a payment for their work placement. Paid work placement was most common in business studies (64 % for all or part of the students), engineering (62 %) and agriculture (53 %). As Table 2.7 shows, it was least common in education (9 %).

The ICP Local Directors: Personal Profile and Functions

3.1 Academic and Administrative Position

Among the persons in charge of the participation of an individual department and institution in an Inter-University Cooperation Programme in 1991/92, i.e. those called ICP local directors in this survey, on average 3 percent were rectors or presidents and 14 percent senior administrators (deans etc.). Most of them held academic positions as well: 33 percent were full professors, 32 percent held other professorial ranks and 16 percent were other academic staff (excluding those holding an administrative position). Finally, only 3 percent were "other" administrative officers. Among French, Greek and Italian ICP local directors, 6 percent each were rectors or presidents.

As Table 3.1 shows, departmental coordination was most frequently assigned to senior administrators (dean etc.) in France (36 %) and Belgium (34 %). Professors were almost exclusively in charge in Italy (91 %), Portugal (86 %) and Greece (83 %), whereas "other" academic positions played a significant role in Ireland (37 %), the Netherlands (29 %), Germany (25 %) and the United Kingdom (23 %). Finally, "other" administrative officers were more often ICP local directors in Denmark (10 %) than in other EC member states (1-4 %). In fact, there seem to be different national modes in terms of who is entrusted with ICP coordination functions, whereas the size of the ICP (both in terms of participating institutions and in the number of students sent) does not play any role in this respect.

Table 3.1
Academic or Administrative Position of ICP Local Directors, by Country of Respondents (percent)

	Country of respondents											Total
	B	D	DK	F	F	GR	I	IRL	NL	P	UK	
Rector etc	3	2	3	4	6	6	6	1	2	3	1	3
Senior administrator	34	3	19	17	36	1	0	8	14	0	6	14
Administrative officer	4	3	10	1	2	1	1	1	3	3	3	3
Full professor	28	50	14	35	27	62	83	23	14	78	17	33
Other professorial rank	17	37	54	36	22	21	8	29	37	8	51	32
Other academic position	14	25	9	7	7	8	2	37	29	9	23	16
Total	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(175)	(497)	(91)	(253)	(474)	(71)	(253)	(73)	(180)	(76)	(520)	(2663)

Question 1.5. What was your position in 1991/92 within your institution?

3.2 Gender, Age and Nationality

80 percent of the ICP local directors were male and 20 percent female. In comparison to the gender distribution among senior academic and administrative staff at institutions of higher education in the European Community, we note a relatively high participation of women in ERASMUS coordination functions. As one might expect, the percentage of women among the local directors varies according to field of study. Table 3.2 suggests, however, that even in male domains, women play a significant role in the coordination of ICPs. It should be noted, though, that many of the female local directors are non-professorial academic staff members (29 % as compared to 13 % of men) and are relatively young (18 % up to 35 years old as compared to 6 % of men).

ICP local directors were 48 years old on average. Almost half of them (47 %) were 46-55 years old, 36 percent were younger and 17 percent were older than 55 years. We observe a proportion of relatively young persons among Spanish ICP coordinators

A surprisingly high proportion of local directors were not native speakers of the major language of their institutions (8 %). Notably, many local directors in language studies and art and design (15 % each), business administration (13 %)

and communication sciences (11 %) were native speakers of other languages. We do not know the proportion of them holding a foreign citizenship. Though statistics on foreign teaching staff among institutions of higher education in the European Community are not available, we feel it is justified to assume that foreign staff are over proportionally involved in ICP coordination.

Most of ICP coordinators, among the local directors surveyed, played a key role at the starting point of the ICP: 71 percent initiated the ICP, and a further 4 percent initiated the involvement of their department in an ICP which was initiated somewhere else. Also, the majority of local directors who were not in charge of the overall coordination of the ICP played a key role in the initiation process - 20 percent initiated the ICP and 33 percent the involvement of their institution within the ICP.⁷ Notably in programmes with a small number of partners involved, the initiators continued to be local directors at the time the survey was conducted. This is demonstrated in Table 3.3 which indicates multiple responses to the question, "How did you become involved with the management function of this ICP?"

In addition, almost all local directors were active in:

- informing their students about study abroad opportunities (86 %);
- selecting students for participation (88 %); and
- advising and supporting incoming students (84 %).

Also about two-thirds each reported that they play a role in:

- preparing their students for the study period abroad (67 %); and
- advising them during their stay abroad (68 %).

Only about half of the local directors each were involved in:

- assessment of the host students' achievements (49 %); and
- assessment of their own students' achievements abroad upon return (48 %).

This was most frequently reported by Italian (67 %) and least frequently by German local directors (31 %).

Only 14 percent stated that they were involved in the selection of incoming students. This was most frequent among British (26 %) and Irish (25 %) local directors, i.e. in countries in which the admission of students is the responsibility of the individual institution of higher education.

⁷ If an ICP director stated that he or she initiated both the ICP and the involvement of his or her department in the ICP, he or she is only included in the percentage of those initiating the ICP. In Table 3.3, however, both statements are registered.

Table 3.2
Gender of ICP Local Directors, by Field of Study (percent)

	Field of study													Total					
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra		
Female	18	17	33	27	26	10	16	19	29	19	13	17	11	21	26	23	21	20	
Male	82	83	67	73	74	90	84	81	71	81	87	83	89	79	74	77	79	80	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(89)	(87)	(89)	(287)	(97)	(356)	(92)	(128)	(370)	(166)	(117)	(147)	(265)	(257)	(27)	(30)	(48)	(2652)	
Agr	Agricultural sciences													Nat	Natural sciences				
Arc	Architecture, urb. and reg planning													Soc	Social sciences				
Art	Art and design													Com	Communication and information sc.				
Bus	Business studies, management sciences													Oth	Other areas of study				
Edu	Education, teacher training													Fra	Framework agreements in various areas of study				
Eng	Engineering, technology																		
Geo	Geography, geology																		
Hum	Humanities																		
Lan	Languages, philological sciences																		
Law	Law																		
Mat	Mathematics, informatics																		
Med	Medical sciences																		

Question 1.2: Sex.

Table 3.3
ICP Local Directors' Reasons for Taking Over Management Functions, by
Number of Partners within the ICP (percent, multiple reply possible)

	Number of partners in the ICP				Total
	2-3	4-5	6-10	11-32	
Initiation of the ICP	50	35	27	20	34
Initiation of the student exchange on institutional departmental level	36	34	38	37	36
In charge of student exchange at my institution	21	24	23	30	24
Employed to manage the ICP	4	5	5	7	5
Inquiry to take over the management of the ICP	24	27	29	28	27
Own wish to take over the ICP management	14	13	14	18	15
Other involvement	5	5	7	5	5
Not ticked	1	2	2	1	1
Total	154	145	146	147	148
(n)	(662)	(706)	(823)	(491)	(2682)

Question 2.1. How did you become involved with the management functions within this ICP?

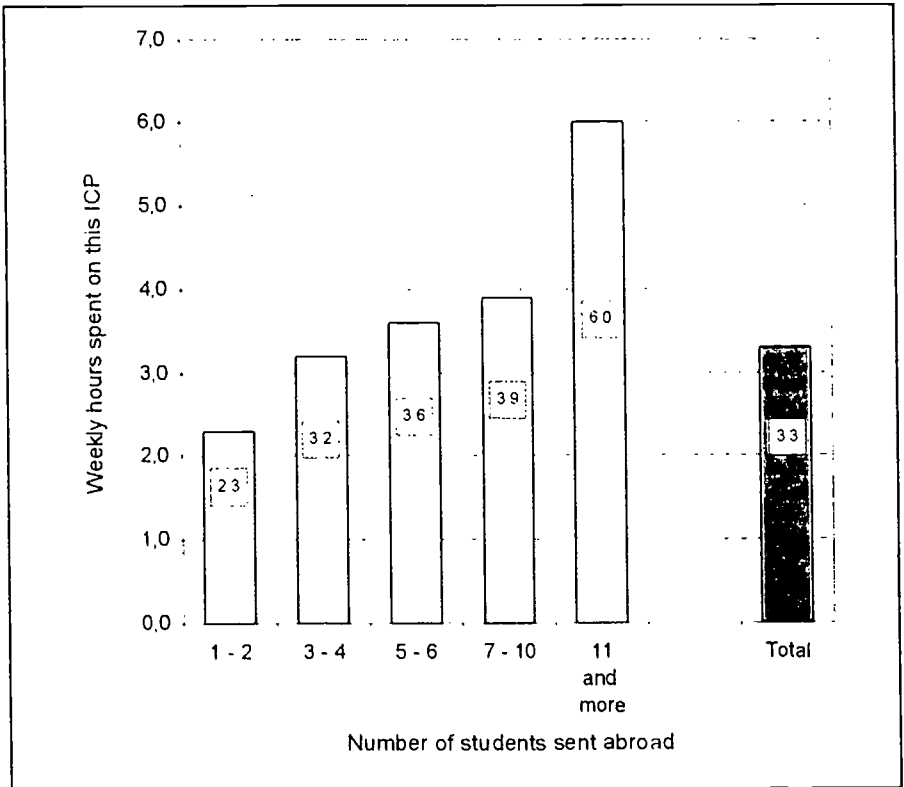
3.3 Function and Workload Regarding the ERASMUS Programme

Throughout the academic year, ICP local directors spent 3.3 hours on average per week on work related to the ICP (excluding teaching activities). Some 25 percent reported an average of at most one hour per week, while 30 percent spent four or more hours. The number of hours spent varied most clearly according to the number of students sent abroad. As Chart 3.1 indicates, local directors of ICPs sending only one or two students abroad spent 2.3 hours on average related to the ICPs, while local directors sending more than 10 students spent 6.0 hours. In contrast, the number of partners does not determine the ICP coordinator's work load.

Most local directors were involved in other tasks related to the ICP, to other ICPs or to other international programmes. Only 29 percent reported that their international exchange responsibilities did not go beyond student mobility within the respective ICP.

68 percent had other functions within the respective ICP: 25 percent were involved in the organisation of teaching staff exchanges, 18 percent in curriculum development and 9 percent in intensive programmes. Those additional activities within the same ICP were most often named by Dutch, Danish and Greek local directors (see Table 3.4).

Chart 3.1
Weekly Hours Spent by the ICP Local Directors on Work Related to the ICP, by Number of Students Sent Abroad (mean)



Question 2.3: Please estimate the average hours per week throughout the academic year 1991-92 which you spent on work related to this ICP - excluding teaching activities

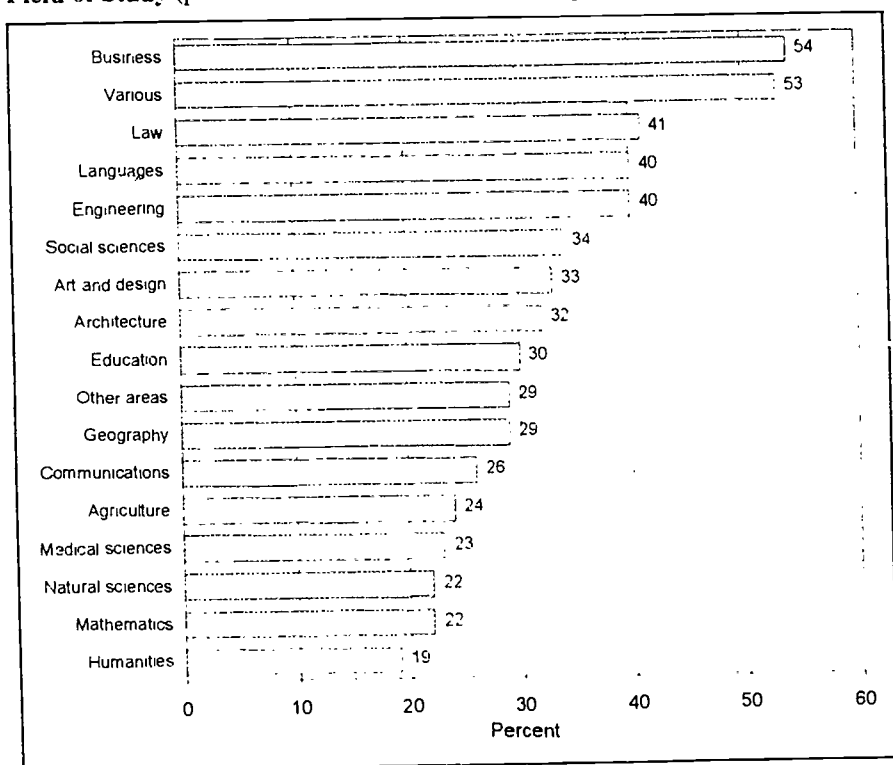
Table 3.4
ICP Local Directors' Involvement in Other Tasks Specific to the ICP, by Country of Respondents (percent,
multiple reply possible)

	Country of respondents										Total	
	B	D	DK	E	F	GR	I	IRL	NL	P		UK
No additional tasks to the student mobility programme	33	37	17	30	23	16	30	32	25	27	30	29
Teaching staff exchange within the ICP	24	19	45	29	22	33	21	22	36	31	25	25
Curriculum development within the ICP	18	16	12	15	20	29	13	18	21	10	21	18
Intensive programme within the ICP	12	8	22	4	4	12	7	14	20	6	9	9
Management of other ICPs at own institution	25	29	40	34	46	30	31	27	34	39	35	35
Other additional tasks	4	10	15	5	12	14	9	8	13	4	7	9
Other international activities	20	24	37	13	34	22	26	22	29	17	23	25
Not ticked	4	4	4	2	2	3	4	5	5	8	2	3
Total	141	147	192	133	163	159	141	148	183	143	153	153
(n)	(177)	(501)	(92)	(255)	(476)	(73)	(253)	(73)	(183)	(77)	(522)	(2682)

Question 2.4: In addition to work related to the student mobility programme are you involved in other tasks specific to this ICP?

Thirty-five percent of local directors were not only involved in the management of the ICP addressed in the respective questionnaire, but also in the administration of other ICPs. Multiple ICP management varied to some extent by field: ICP local directors of fields of study involved with large students numbers most often had multiple ICP involvement, as Chart 3.2 shows: the main fields of study being business studies (54 %), law (41 %), languages and engineering (40 % each).

Chart 3.2
Management of Other ICPs at Own Institution of Higher Education, by
Field of Study (percent of ICP local directors, multiple reply possible)



Question 2.4. In addition to work related to the student mobility programme are you involved in other tasks specific to this ICP?

698 of the responding local directors (26 %) served as ICP coordinators as well. ICP coordinators were somewhat more often in senior administrative positions (deans, etc.) than local directors without such a coordinating function (17 % and 13 % respectively) and less often in other (i.e. non-professorial) academic positions. ICP coordinators surveyed spent 4.4 hours on average on work related to the respective ICPs, as compared to 2.9 hours on the part of local directors without ICP coordination function.

Table 3.5
Received Assistance for ICP-Related Work from the Institution, by Number of Students Sent Abroad (percent of ICP local directors, multiple reply possible)

	Number of students sent abroad						Total
	1-2	3-4	5-6	7-10	11 and more	None*	
Technical assistance	68	70	74	72	80	65	71
Administrative secretarial assistance	58	66	65	69	75	67	65
Reduction of teaching load	6	6	11	12	25	6	10
Additional funds for travel	11	8	12	15	22	9	12
Additional payment	3	2	3	4	6	2	3
Other assistance	5	6	9	10	9	8	7
No assistance	17	14	9	11	8	18	14
Not ticked	2	1	2	1	0	1	1
Total	168	174	184	194	225	175	183
(n)	(727)	(566)	(376)	(322)	(316)	(267)	(2574)

Question 2.5 What kind of assistance do you receive from your institution for your ICP-related work?

* I. e. only hosting students

More than two-thirds of local directors received technical assistance for their ICP-related work from their institutions. In addition, almost two-thirds had secretarial and administrative assistance as well. Reduction of teaching load was granted to 10 percent of the local directors and additional remuneration to 3

percent. Local directors serving as coordinators of the ICP as well received more assistance than those not coordinating the ICP, but the difference seems to be quite small.

The larger the number of students sent abroad, the more likely the various kinds of support provided (see Table 3.5). Only 12 percent of local directors of ICPs sending at most four students abroad reported reduction of teaching load as compared to 25 percent of the local directors sending more than ten students abroad. Those having reduced teaching load spent 5.4 hours, while those not provided with any assistance spent only 2.8 on the ICP.

3.4 Personal Outcomes

At the end of the questionnaire, ICP local directors were asked to assess the extent to which they considered it worthwhile for themselves personally to be engaged in the management of the respective inter-university cooperation programme. As Table 3.6 shows, 81 percent considered involvement in the ERASMUS programme worthwhile for improving their understanding of the host country. Better teaching contacts were considered valuable by 67 percent and acquaintance with other teaching methods by 64 percent. About half of the respondents each valued better research contacts, improved language proficiency and travel opportunities. Only 14 percent considered involvement in the management of the ERASMUS programme worthwhile to enhance career prospects. Altogether, the responses to this question suggest that most local directors consider involvement in the ERASMUS management quite positively. The obvious administrative burden and time load does not lead to a negative assessment of their involvement in general.

Greek local directors rated the personal outcomes of involvement in the management of the ERASMUS programmes by far the most positively. On average across the seven categories, 70 percent of the Greek directors considered the personal outcomes worthwhile in contrast to 46-58 percent of the local directors of the other countries.

ICP coordinators considered the engagement in the management of the ICP slightly more valuable than local directors not serving this function. Notably acquaintance with other teaching methods was pointed out as a valuable experience by ICP coordinators (69 % as compared to 62 %).

Table 3.6
Personal Outcomes of the Engagement in the ICP-Management, by Country of Respondents (percent*.
multiple reply possible)

	Country of respondents										Total		
	B	D	DK	F	F	F	GR	I	IRL	NL		P	UK
Better understanding of host country	79	84	73	80	80	80	89	86	79	80	86	80	81
Acquaintance with other teaching methods	64	52	48	61	61	61	91	81	62	64	61	68	64
Better teaching contacts	69	50	65	79	60	60	88	84	67	76	79	64	67
Better research contacts	52	46	47	57	43	43	86	64	52	53	63	61	54
Improvement of language proficiency	47	53	42	61	46	46	65	46	39	48	51	48	49
Travel opportunity	33	29	38	41	46	46	44	30	58	41	29	60	43
Better career prospects	12	11	11	23	9	9	31	3	23	16	7	20	14

Question 10.4: To what extent do you consider it worthwhile for you personally to be engaged in the management of this ICP?

* Percent responding "1" or "2" on a scale from 1 "extremely worthwhile" to 5 "not at all worthwhile"

Cooperation between Partners and Management of the ICP

4.1 Prior Involvement in ERASMUS Activities

Almost half of the ICP local directors (48 %) reported that their department (or their institution, if the ICP was based on institutional cooperation) was already involved in ERASMUS supported activities before student mobility started in the framework of the ICP addressed in the respective questionnaire:

- 37 percent stated that the department was already involved in another ICP;
- 18 percent reported a prior utilisation of the short study visits scheme;
- 12 percent had prior teaching staff exchange;
- 7 percent were already involved in curriculum development;
- 5 percent had been awarded support for intensive programmes; and
- 2 percent stated other ERASMUS supported activities.

As Table 4.1 shows, departments of smaller EC Member States (except for Denmark) more frequently made use of other ERASMUS support before they got involved in student exchange than departments of larger EC Member States. Notably, most Greek departments got involved in student exchange only after other ERASMUS supported activities. Local directors of Greek departments mentioned most often prior involvement in teaching staff exchange, curricular development, short study visits and - together with Portuguese local directors - student mobility activities in other ICPs.

Table 4.1
Prior Involvement of the Department in ERASMUS Support Activities, by
Country of Respondents (percent of ICP local directors)

	Country of respondents											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
No prior involvement	50	58	48	53	51	29	48	47	44	47	55	52
Prior involvement	50	42	52	47	49	71	52	53	56	53	45	48
Teaching staff exchange	11	10	9	14	11	29	15	11	17	18	11	12
Curriculum development	10	6	3	4	6	19	5	7	7	12	10	7
Short study visits	17	11	17	18	20	49	20	29	23	21	15	18
Intensive programme	10	4	10	4	3	7	3	8	6	4	5	5
Student mobility in another ICP	32	34	41	37	39	45	39	37	39	47	33	37
Other prior activities	1	2	5	2	2	4	2	0	5	1	2	2
Total	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(174)	(493)	(92)	(252)	(468)	(72)	(249)	(70)	(179)	(77)	(510)	(2636)

Question 3.1 Was your department (or institution, if your ICP is not based on cooperation between departments) already involved in ERASMUS supported activities before student mobility started in the framework of this ICP?

4.2 Information and Communication

Regular cooperation regarding administrative issues is needed within each ICP, because the coordinator applying for the ERASMUS support and his or her institution being awarded the grant has to share these resources with the partners. Not infrequently, complaints are voiced regarding the communication within ICPs on administrative issues. ICP local directors, therefore, were asked to state what kind of information regarding the overall administration of the ICP they actually received.

About 80 percent of the local directors not in charge of the overall coordination of the ICP received copies of the application (or update application) while 61 percent received a copy of the contract.⁸

⁸ ICP coordinators are excluded here, because they or other persons of the respective department or institutions write or receive these documents anyway.

Table 4.2
Information Related to the Administration of the ICP Received by the ICP-Partners, by Number of Students Sent Abroad (percent of ICP local directors not in charge of the overall coordination of the ICP; multiple reply possible)

	Number of students sent abroad					None*	Total
	1-2	3-4	5-6	7-10	11 and more		
Copies of application and update forms	79	81	84	80	84	79	81
Early notification of ICP selection results	49	51	56	45	63	41	50
Copies of ICP contract	55	61	67	68	74	53	61
Details of ICP budget breakdown between partners	32	36	40	41	52	26	36
Copies of ICP report and statement of expenditure	26	33	37	37	45	23	32
Other administrative information	3	5	5	2	3	3	4
Not ticked	7	6	3	6	1	9	6
Total	252	273	292	279	322	235	269
(n)	(596)	(415)	(264)	(204)	(176)	(243)	(1898)

Question 3.2: What kind of information related to the overall administration of this ICP in 1991-92 did you receive?

* I.e. only hosting students

About half of the local directors received an early notification of the ICP selection result on the part of the European Commission⁹ and about one third each of the local directors not in charge of the overall ICP coordination got to know details of the ICP budget breakdown between partners (36 %) and of the ICP report as well as of the statement of expenditure (32 %). Obviously, detailed information of the partners by the ICP coordinators regarding the use of the ERASMUS budget and regarding both the general and financial reporting is an exception rather than a rule.

⁹ This was stated by 52 percent of the ICP coordinators and by 50 percent of ICP directors not in charge of the overall coordination of the ICP.

Detailed analysis shows that information related to the overall administration of the ICP is most common in programmes with large student numbers (see Table 4.2). In contrast, the number of partners involved is not systematically linked to practices of information regarding the overall administration.

Asked about the information they received on characteristics of the ICP partner institutions, most local directors reported affirmatively as far as academic curriculum and academic calendar information (84 %) and accommodation arrangements (70 %) were concerned. Less than half of the respondents each received information about facilities for study (libraries, language laboratories etc.: 41 %), regarding academic recognition arrangements (40 %), and regarding available services for international relations. Even less frequently, information was provided on arrangements for social integration (29 %), counselling services (19 %) and examinations boards (14 %).

Again, information on the characteristics was more often made available in programmes involving exchange of large student numbers, as Table 4.3 shows. However, we note another pattern as well: local directors of ICPs involving a small number of partners reported most often that they received information on the characteristics of the partner institution (see Table 4.4). We conclude that information on administrative issues is most likely to be distributed well in programmes involving exchange of large students numbers in which some kind of professional administration of the ERASMUS programme tends to be established (reduced teaching load of ICP local directors etc.). This also contributes to information on study issues. Information on study issues seems to flow well not only, if the programmes are administratively well-arranged, but also when ICPs involve small numbers of partners thus allowing for easier oral communication or visits.

As one might expect, ICP coordinators were much better informed than ICP local directors who are not in charge of the overall coordination of the ICP (see Table 4.5). On average across the eight categories, the proportion of the ICP coordinators receiving the respective information was 11 percent higher than that of ICP local directors. Notably, more ICP coordinators received information on recognition issues.

The ICP local directors or their colleagues at their institution participated on average in 2.3 meetings with their ICP partners during the academic year 1991/92 - ICP coordinators in 3.2 meetings and ICP local directors without overall coordination function in 1.9 meetings. The participation in meetings with partners, again, seems to be influenced by two contrasting factors: large student numbers participating as well as small networks in terms of the number of partners are often linked to frequent meetings among the ICP partners (see Chart 4.1). The number of students seems to be the stronger factor: Local directors of

departments sending at most four students abroad most often named one meeting annually with their partners. If five to ten students were sent abroad, two meetings annually were the most common practice. Finally, if more than ten students were sent abroad, four and more meetings were reported by a substantial number of the local directors.

Table 4.3
Information Received About the ICP-Partner Institution, by Number of Students Sent Abroad (percent of ICP local directors, multiple reply possible)

	Number of students sent abroad						Total
	1-2	3-4	5-6	7-10	11 and more	None*	
Academic curriculum and academic year	81	86	88	88	89	75	84
Academic recognition arrangements	35	37	44	47	55	31	40
Examination boards	11	12	16	17	28	6	14
Availability of counselling service	15	18	22	25	27	10	19
Accommodation arrangements	66	73	77	78	84	49	71
Arrangements for social integration	23	28	32	35	43	21	29
Institutional facilities	39	41	43	48	49	34	42
Availability of service for internat. relations	28	37	41	43	55	24	37
Other information about partner institutions	4	6	5	6	6	3	5
Not ticked	10	6		5	4	17	8
Total	311	344	374	392	440	271	349
(n)	(727)	(566)	(376)	(322)	(316)	(267)	(2574)

Question 3.3 What information if any, did you receive about the characteristics of the other partner institution in this ICP?

* i.e. only hosting students

Table 4.4
Information Received About the ICP-Partner Institution, by Number of Partners within the ICP (percent of ICP local directors, multiple reply possible)

	Number of partners in the ICP				Total
	2-3	4-5	6-10	11 and more	
Academic curriculum and academic year	87	83	85	80	84
Academic recognition arrangements	51	42	36	30	40
Examination boards	17	14	13	10	14
Availability of counselling service	18	19	18	20	19
Accommodation arrangements	73	70	71	66	70
Arrangements for social integration	33	27	27	28	29
Institutional facilities	47	39	41	37	41
Availability of service for international relations	40	33	37	35	37
Other information about partner institutions	4	4	6	7	5
Not ticked	7	8	7	11	8
Total	376	339	342	323	346
(n)	(662)	(706)	(823)	(491)	(2682)

Question 3.3 What information if any, did you receive about the characteristics of the other partner institution in this ICP?

In communicating with their ICP partners, the majority of local directors used more than one language regularly. 42 percent used one language only, 35 percent two languages, and 23 percent three or more languages.

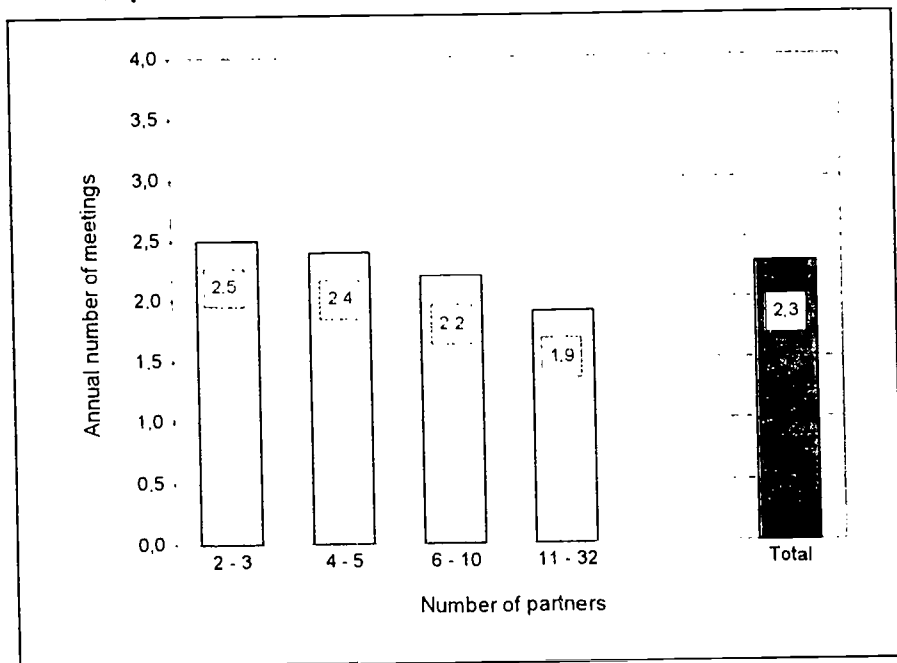
As Table 4.6 shows, only 12 percent used exclusively the language of the home institution in communication with their ICP partners. This was true for 63 percent of the Irish and 37 percent of the British, but for less than 10 percent of the ICP local directors from other countries surveyed. 39 percent used both the home institution language and other languages, and 50 percent used only other languages in communication with their ICP partners. Notably, almost all Greek and Danish local directors used only other languages

English was used by 79 percent of local directors as the only or as one of the languages in communication with their partners; French was used by 48 percent, German by 23 percent, Spanish by 15 percent and Italian by 12 percent. The

other official EC languages were named by 1 to 5 percent of the local directors each, as Table 4.7 indicates. It might be worthwhile to mention that among 1990/91 ERASMUS students surveyed 41 percent reported English as the language of instruction abroad, 22 percent French, 15 percent German, 10 percent Spanish, 7 percent Italian and about one percent each the remaining four official EC languages.

English and French played a less important role in ICPs with up to three partners. In larger ICPs, other languages were named as frequently, but notably English was named in addition. This suggests that other languages also play frequently a role for bilateral communication in large ICPs, but English is the more often the lingua franca the larger the ICP.

Chart 4.1
ICP Local Directors' Average Participation in Meetings with Partners in the ICP, by Number of Partners (mean)



Question 3.4 How often did you or your colleagues at your institution participate in meetings with one or more of your partners in this ICP during the academic year 1991/92?

Table 4.5
Information Received About the ICP-Partner Institution, by Status of Respondents (percent of ICP local directors, multiple reply possible)

	Status within the ICP		Total
	Coordinator	Partner	
Academic curriculum and academic year	90	82	84
Academic recognition arrangements	57	34	40
Examination boards	19	12	14
Availability of counselling service	22	18	19
Accommodation arrangements	79	67	70
Arrangements for social integration	39	25	29
Institutional facilities	49	39	41
Availability of service for international relations	47	33	37
Other information about partner institutions	5	5	5
Not ticked	6	9	8
Total	411	323	346
(n)	(698)	(1984)	(2682)

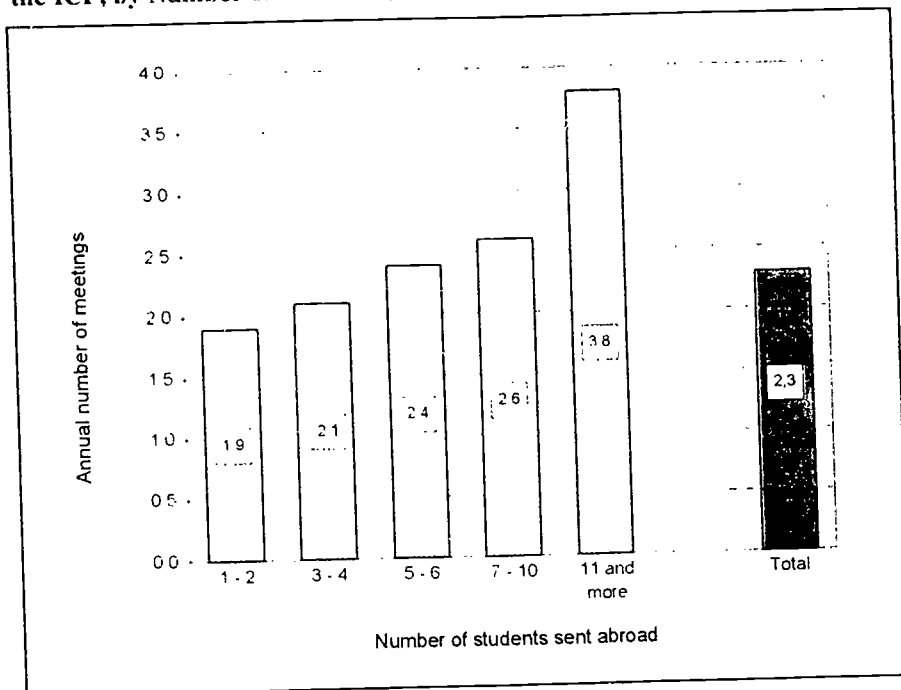
Question 3.3 What information if any, did you receive about the characteristics of the other partner institution in this ICP?

Table 4.6
Correspondence of Language of Country of Institution and Language of Communication, by Country of Respondents (percent of ICP local directors, multiple reply possible)

Language of communication	Country of respondents											Total
	B	D	DK	F	F	GR	I	IRL	NI	P	UK	
Language of country of institution	6	3	0	3	8	0	2	63	1	0	37	12
Other languages†	48	59	89	48	34	92	65	14	74	66	28	50
Language of country of institution and other languages	46	39	11	49	57	8	33	23	25	34	35	39
Total	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(174)	(498)	(90)	(252)	(471)	(72)	(252)	(71)	(177)	(77)	(488)	(2624)

Question 1.4 Which foreign language(s) do you use regularly when communicating with your ICP partners?

Chart 4.2
ICP Local Directors' Average Participation in Meetings with Partners in the ICP, by Number of Students (mean)



Question 3.4 How often did you or your colleagues at your institution participate in meetings with one or more of your partners in this ICP during the academic year 1991/92?

Table 4.7
Languages Regularly Used for Communication Between the Partners, by
Country of Respondents (percent of ICP local directors, multiple reply possible)

	Country of respondents											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Danish	1	1	11	0	0	0	0	0	0	0	1	1
Dutch	29	2	0	0	0	0	1	1	25	0	2	5
English	84	85	92	67	81	84	78	84	95	82	67	79
French	64	37	15	55	65	47	48	30	42	70	42	48
German	28	41	26	8	16	15	10	12	52	10	16	23
Greek	1	2	0	0	1	8	0	0	2	0	1	1
Italian	8	10	4	19	12	10	35	1	5	3	8	12
Portuguese	3	2	0	4	3	0	0	0	1	34	1	3
Spanish	7	7	5	51	16	3	18	3	13	29	8	15
Other languages	2	0	0	0	0	0	1	0	1	0	0	0
Not ticked	2	1	2	1	1	1	0	3	2	0	6	2
Total	228	186	157	207	195	167	192	134	237	227	153	188
(n)	(177)	(501)	(92)	(255)	(476)	(73)	(253)	(73)	(183)	(77)	(522)	(2682)

Question 1.4 Which foreign language(s) do you use regularly when communicating with your ICP partners?

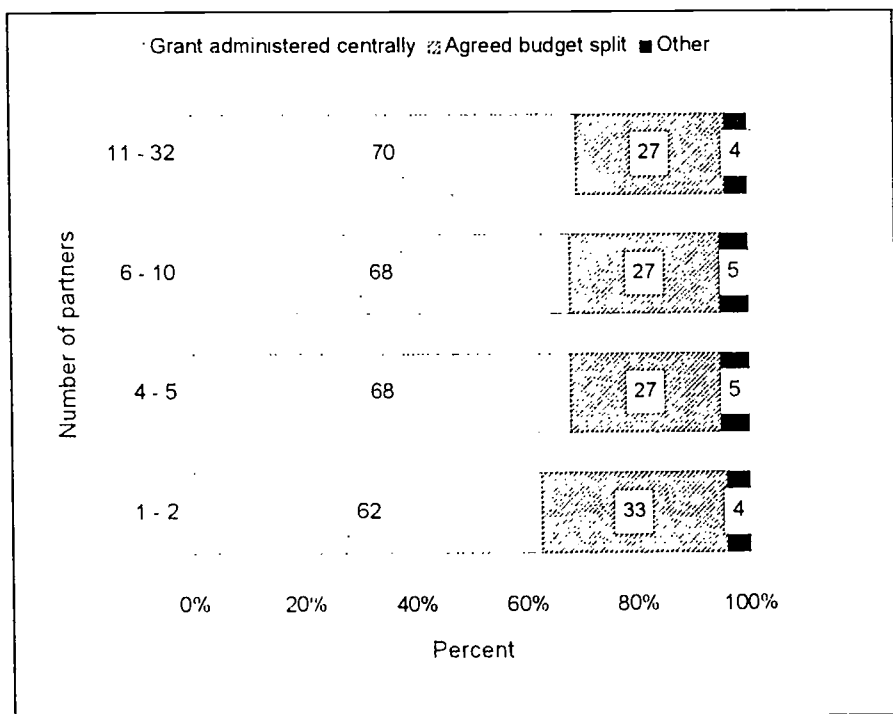
4.3 Administrative and Financial Issues

Two-thirds of the ICP local directors reported that the ICP budget was administered centrally by the coordinating institution; 5 percent reported a sub-allocation of part of the funds, and 28 percent a general sub-allocation to each partner on the basis of an agreed budget split. Again, a budget split was more frequent among programmes involving large numbers of students as well as among programmes involving a small number of partners (see Chart 4.3). This link between administration of budget and size of the programme was weaker than the previously observed link between information and size of the programme.

Some local directors reported problems regarding the financial administration:

- 19 percent pointed out considerable problems due to a delay in the receipt of the institutional grant;
- 12 percent faced difficulties with the administration of the grant;
- 8 percent stated problems due to what they conceived as unbalanced distribution of funds between the partners; and
- 9 percent stated other financial problems (notably shortage of funds).

Chart 4.3
Administration of ICP Grant Budget, by Number of Partners within the ICP (percent of ICP local directors)



Question 3.5 On what basis was your ICP grant budget administered?

The problems regarding financial administration were not related to the size of the ICP. As Table 4.8 shows:

- German local directors most often (28 %) criticized the delay in the receipt of the institutional grant.

- Italian local directors stated most often (22 %) difficulties with the administration of the grant, and
- Greek local directors complained most frequently (16 %) about unbalanced distribution of funds between partners.

Table 4.8
Considerable Financial Problems, by Country of Respondents (percent*)

	Country of respondents											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Delay in receipt of institutional grant	6	28	23	23	15	23	19	12	11	11	19	19
Difficulty with administration of grant	3	15	3	11	11	17	22	4	7	7	13	12
Unbalanced distribution of funds between partners	5	8	4	9	8	16	7	9	5	8	9	8

Question 3.6: Please state the extent to which the following financial problems for your institution in particular occurred

* Percent responding "1" or "2" on a scale from 1 = "very considerable" to 5 = "not at all"

As one might expect, some of these problems are less likely to affect the departments where the local directors are overall coordinators of the ICPs. As Table 4.9 shows, local directors not in charge of the overall coordination of the ICP complained about three times as often about the unbalanced distribution of funds between the partners than ICP coordinators did. They also faced problems due to a delay in the receipt of the institutional grant more often.

The majority of local directors voiced satisfaction regarding the dissemination of information within the ICP (ratings of 2.1 on average on a scale from 1 = "very satisfied" to 5 = "very dissatisfied"), the administration of the ICP grant budget (2.2), and the reporting procedures (2.4):

- 10 percent were dissatisfied (ratings of 4 or 5) with the dissemination of information;
- 14 percent with the administration of the ICP grant budget; and
- 15 percent with the reporting procedures.

Greek, Portuguese and Irish ICP local directors were clearly more satisfied than others in those respects, as Table 4.10 shows. As regards fields of study, we note that local directors in arts and design were clearly least satisfied regarding dissemination of information and regarding reporting procedures, while local direc-

tors of architecture were least satisfied regarding the administration of the grant budget.

Table 4.9
Considerable Financial Problems, by Status of Respondents (percent*)

	Status within the ICP		Total
	Coordinator	Partner	
Delay in receipt of institutional grant	13	22	19
Difficulty with administration of grant	13	11	12
Unbalanced distribution of funds between partners	3	10	8

Question 3.6: Please state the extent to which the following financial problems for your institution in particular occurred.

* Percent responding "1" or "2" on a scale from 1 - "very considerable" to 5 - "not at all"

Table 4.10
Satisfaction with the Framework of the ICP, by Country of Respondents (mean*)

	Country of respondents											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Dissemination of information	2.2	2.3	2.2	2.1	2.0	1.8	2.1	2.1	2.3	1.9	2.2	2.1
Administration of the ICP grant budget	2.2	2.3	2.2	2.2	2.3	1.8	2.3	2.0	2.2	2.1	2.2	2.2
Reporting procedures	2.4	2.5	2.6	2.4	2.3	1.9	2.3	2.1	2.6	2.0	2.3	2.4
Financial matters	2.5	2.6	2.7	2.7	2.5	2.3	2.9	2.7	2.6	2.3	2.4	2.6
(n)	(157)	(450)	(75)	(225)	(394)	(60)	(205)	(65)	(165)	(69)	(479)	(2344)

Question 3.7: How satisfied are you overall regarding the following aspects of this ICP?

* On a scale from 1 - "very satisfied" to 5 - "very dissatisfied"

ICP coordinators surveyed were somewhat more satisfied regarding the dissemination of information within the ICP than local directors not in charge of the overall coordination of the ICP (74 % as compared to 65 %). The same holds

true regarding administration of the ICP grant budget (71 % as compared to 63 %), while ratings on reporting procedures did not differ.

Only half of the local directors were satisfied (1 or 2 on the five-point-scale) with financial matters in general. Italian local directors were least satisfied in this respect (40 %) ¹⁰

¹⁰ Satisfaction regarding the 4 aspects correlated highly (between .46 and .63)

Academic Arrangements of the Programmes

5.1 Selection of Students

In 61 percent of the departments participating in the ERASMUS programme in terms of student exchange, processes of selection were employed in order to decide who should take part in study periods abroad within the ERASMUS programme. Five percent of the ICP local directors reported that no selection took place because participation was mandatory while 24 percent stated that no selection was needed, because all interested students could go. In 6 percent of the cases, students were selected on a "first come, first served" basis. Finally, 4 percent of those sending students abroad did not provide any information about the selection procedure.

Academic achievement of the students were taken into consideration in 59 percent of all the departments sending students abroad, i.e. almost all of those selecting systematically. Also, aspects of the students' motivation and personality and their proficiency in the host country language were taken into account each in exactly half of the departments and thus in more than three quarters of those selecting systematically. Active preparation for the study abroad period was a criterion for the selection of the students in 19 percent of the departments, i.e. almost one third of those selecting systematically, while other criteria played a minor role.

At first glance, these findings seem to differ substantially from those reported by ICP coordinators 1989/90, 84 percent of whom named academic achievement, 73 percent motivation and personality, 71 percent host country language proficiency, and 34 percent active preparation as selection criteria. The most striking difference, however, is due to the fact that some partners of an ICP did not select systematically (because of smaller numbers of students interested) whereas other did. Therefore, it is natural that systematic selection will be least often stated in a survey addressing individual departments rather than the whole ICP.

Table 5.1
Criteria Applied in Selecting the ERASMUS-Students, by Field of Study (percent of ICP local directors,
multiple reply possible)

	Field of study*											Total						
	Agr	Arct	Art	Bus	Fdu	Eng	Geo	Hum	Lan	Law	Mat		Med	Nat	Soc	Com	Oth	Fria
Not applicable	4	0	3	17	5	2	2	1	9	8	2	2	3	3	0	7	2	5
No selection needed	36	25	33	10	29	21	24	28	22	17	36	27	27	24	33	39	22	24
First applicants served	12	7	9	3	8	7	4	7	7	3	6	9	5	9	0	7	6	6
Systematic selection applied	44	64	53	66	55	65	69	60	60	69	49	57	61	59	67	53	70	61
Not ticked	4	4	2	4	3	5	1	2	2	3	7	5	4	5	0	4	0	4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(84)	(76)	(86)	(269)	(76)	(326)	(85)	(118)	(348)	(155)	(102)	(126)	(235)	(231)	(21)	(28)	(49)	(2415)
Systematic selection criteria:																		
Academic performance	43	58	55	61	50	64	64	64	59	71	51	50	58	61	57	50	69	59
Language proficiency	40	50	50	59	43	55	62	50	42	66	32	48	40	57	52	43	53	50
Personality	39	53	55	52	53	57	58	44	47	49	41	49	49	55	57	29	49	50
Active preparation	17	21	29	17	24	22	13	14	16	22	12	17	14	25	38	14	24	19
No other support schemes	2	4	2	0	3	1	1	4	6	1	0	2	1	2	0	0	8	2
Social need	0	4	7	3	0	2	0	1	5	1	0	0	0	3	0	0	2	2
Ability to afford additional costs	7	5	10	4	7	9	9	9	5	3	2	12	9	6	5	7	6	7

Question 5.1 - Which criteria did you apply in selecting your students in this ICP for study abroad?

* Explanation see Table 5.3.

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Among those 1991/92 ICP local directors stating systematic selection, the individual criteria were almost as frequently stated as among ICP coordinators 1989/90 reporting systematic selection procedures within their ICP.

Systematic selection processes were most frequently reported by Spanish (79%), Greek (75%), Italian (71%) and Portuguese (68%) local directors. It is interesting to note that these four countries are those countries where ERASMUS students are awarded the highest ERASMUS grants.

As Table 5.1 shows, selection differed somewhat according to field of study. Systematic selection was least often employed in mathematics (49%) and most often in law as well as in geography and geology (69% respectively). The inclusion of motivation and personality into the selection criteria varied by field of study to a lesser extent (39-58%) than that of the proficiency in the host country language (32-62%). The humanities and social science departments put stronger emphasis on the latter than mathematics and natural science departments. The fact that host country language proficiency was given different emphasis (as a criterion for student selection) in different fields of study cannot be explained by the information available. It might indicate a different status for foreign language knowledge and proficiency in each subject area, but it could also reflect the importance placed on students' foreign language proficiency in particular subject areas. The choice of a particular host country for the study abroad period might have had some influence - the respective host country language may already be well known (e.g. usually taught in secondary school), or proficiency in the host country language might not have been necessary, since students were not instructed in the host country language during their study abroad period.

5.2 Foreign Language Preparation and Language of Instruction

Most departments expect incoming ERASMUS students to take all or most of the courses in the language generally used for instruction at the respective institution. According to the 1989/90 ICP coordinator survey, students in 65 percent of all partner institutions of the ICP were exclusively taught in the host country language, 23 percent partially in the host country language, and only in 12 percent in another language. ERASMUS students surveyed in 1990/91 reported almost identical figures: 65, 26 and 9 percent.

In this survey, 1991/92 ICP local directors were asked to state the language of instruction for incoming students. If more than one language was used, they were asked to estimate the respective percentages. On the basis of their responses, we estimate that altogether about three quarters of the instruction was

offered on average in the language generally used at the respective institutions of higher education.¹¹

The responses by 1991/92 ICP local directors also show that on average for the partners involved in the ERASMUS programme, 40 percent of instruction was provided in English, 22 percent in French, 17 percent in German, 8 percent in Spanish, 7 percent in Italian, and 6 percent in the remaining languages. This finding is very similar to that reported by 1990/91 ERASMUS students, for whom 41 percent of instruction was provided in English, 22 percent in French, 15 percent in German, 10 percent in Spanish, 7 percent in Italian, and 5 percent in the remaining languages.

The data provided also allow us to examine the extent to which the language of the respective country was used for incoming students. On one hand, English was the language for 98 percent of the instruction offered by the Irish and British partner departments involved in the ERASMUS programmes. On the other hand, as Chart 5.1 shows, Danish was the language of instruction for only 19 percent of instruction offered to ERASMUS students spending the study period abroad in Denmark.

We did not collect exact data on how much of the instruction is provided in a third language, i.e. a language different from both, the host country language and the mother tongue of the ERASMUS students. According to the 1991/92 ICP local directors, we might estimate that only about 12 percent of the instruction was provided in the language of the respective partners and about the same proportion in a third language.¹²

These data show that, as a rule, ERASMUS students are expected to be capable to listen, read, write and talk in a foreign language in an academic context, even though this language, in many cases, was not taught in school. Most ERASMUS students, therefore, are in need of foreign language preparation for study during the ERASMUS supported period.

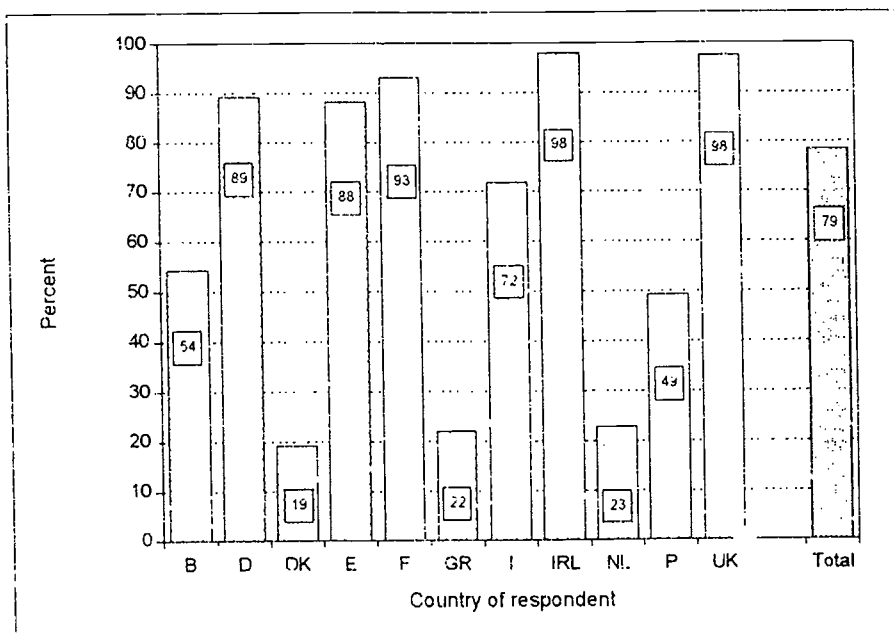
Foreign language preparatory courses, prior to the ERASMUS-supported study period abroad, were provided by 62 percent of the partners. In 1989/90, 75 percent of ICP coordinators reported that foreign language preparatory courses were offered within the ICP. Again, the different data do not allow to draw any conclusion about the change over time, because within each ICP some partners might provide those courses whereas others do not. The responses by local di-

¹¹ Actually, if all institutions used the sole or the major language for the respective country and if there was no mix of French and Dutch instruction at Belgian institutions of higher education, the figure would be 78.6 percent.

¹² The proportion refers to the language of the partner different from that of the host country. For example it does not include courses taught in English to Irish students in the United Kingdom.

rectors, however, are more precise. They allow us to examine the proportion of departments actually providing foreign language preparatory courses for their students.

Chart 5.1
Host Institution Language as Language of Instruction, by Country of Respondents (percent of ICP local directors)



Question 6.6 What language(s) were used at your institution for the instruction of the incoming students in this ICP? If several languages were used for instruction please estimate, in percentages (multiple reply possible)

The larger the number of students sent abroad, the more likely foreign language preparatory courses were available. As Table 5.2 shows, 53 percent of partners with only one or two ERASMUS students had foreign language preparatory courses, compared to 72 percent of partners with more than ten ERASMUS students.

Table 5.2
Provision of Foreign Language Preparatory Courses, by Number of Students Sent Abroad (percent of ICP local directors)

	Number of students sent abroad					Total
	1-2	3-4	5-6	7-10	11 and more	
No	47	38	37	32	28	38
Yes, at own institution	39	46	49	50	59	46
Yes, at other institution	8	9	8	9	4	8
Internal and external offer of courses	4	7	7	9	9	7
Yes, not specified	2	1	0	1	1	1
Total	100	100	100	100	100	100
(n)	(714)	(549)	(366)	(314)	(309)	(2252)

Question 5.2. Do you provide foreign language preparatory courses for your students?

Altogether, 47 percent of the partner departments provided foreign language preparatory courses exclusively at their own institution, 7 percent only externally (language school etc.), and 7 percent both internally and externally. Danish institutions most often relied on external language courses (19 % exclusively and 12 % in addition to internal courses).

Foreign language preparatory courses were available, on average, for about half of the host countries to which the respective partner departments and institutions sent students. Actually,

- among the departments sending students to France, 62 percent provided French language courses, and among those sending students to Germany, 60 percent provided German language courses.
- Among those sending students to Italy, 54 percent provided Italian language courses. The figure regarding Spain and Spanish tuition was identical to that regarding Italy and Italian tuition. Among those sending students to the United Kingdom and Ireland, 53 percent and 50 percent respectively provided English language courses
- Among those sending students to Portugal, 45 percent provided Portuguese language courses. The respective figure regarding Greece and Greek was 41 percent
- Among those sending students to Belgium, 37 percent provided French and 10 percent Dutch language courses.

- Among those sending students to the Netherlands and Denmark, only 28 percent and 24 percent provided Dutch and Danish language courses respectively.

Of those local directors stating that their department provided foreign language preparatory courses, 56 percent reported that the courses were optional. In 18 percent of the cases, courses were in part optional and in part compulsory - mostly depending on the host country to which the students were heading. Finally, in 26 percent of the cases, foreign language preparatory courses were compulsory for all future ERASMUS students. Notably, many students going to Germany were required to take foreign language preparatory courses.

On average, foreign language training provided comprised 63.8 hours. If the number of students sent abroad was up to ten, courses comprised about 60 hours, whereas 76 hours were provided on average, if more than ten students went abroad.

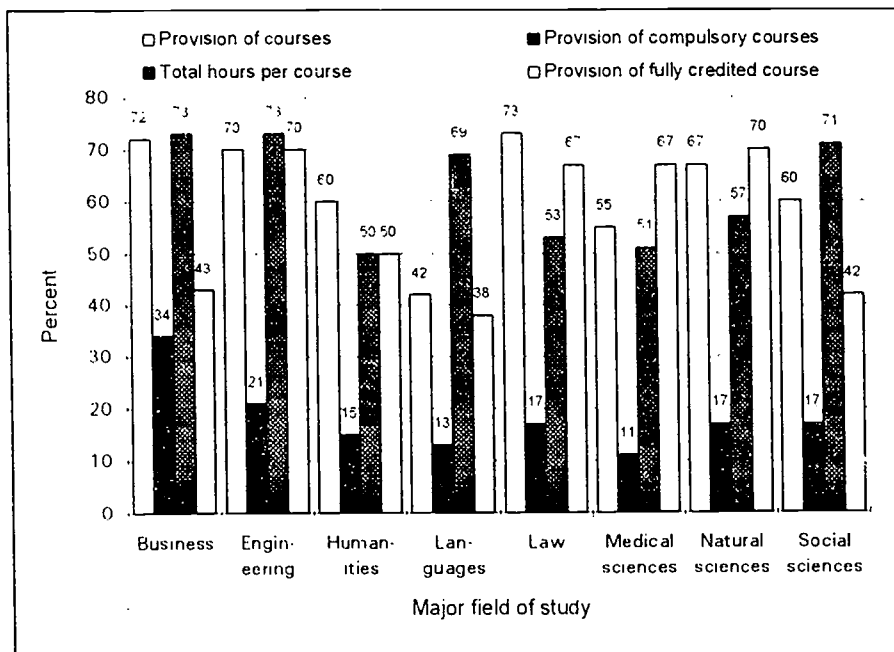
Among the departments providing foreign language preparatory courses, 25 percent granted credit for students' foreign language performance - 14 percent granted full credits and 11 percent partially. British and French departments (41 % each) were most inclined to grant credits for foreign language preparatory courses.

Chart 5.2 provides information on differences of the provision of foreign language preparatory courses according to field of study. Only large fields, in terms of the number of partners, are included. Chart 5.2 clearly demonstrates that programmes in law and business studies put most emphasis on foreign language preparatory courses

Local directors were not explicitly asked about the foreign language training provisions for incoming ERASMUS students. However, they were asked to state in general the extent to which they provided assistance, guidance and advice regarding various areas, among them language training. As shown below in Table 5.5, 57 percent of the local directors stated that considerable assistance was provided in this respect.

67 percent of all ICP local directors surveyed reported that no ERASMUS grants were spent on foreign language preparatory courses. If ERASMUS grants were spent, the sum ranged from less than 100 ECU to more than 3,000 ECU with about 1,150 ECU on average. British partners (43 %) most often spent part of the ERASMUS grant for foreign language preparatory courses. Among those partners actually using ERASMUS grants for foreign language preparatory courses, British partners spent less than 1,400 ECU on average. This was the second largest amount - respective French programmes spent more than 1,800 ECU.

Chart 5.2
Foreign Language Preparatory Courses in Major Fields of Study (percent of ICP local directors)



Question 5.2 Do you provide foreign language preparatory courses for your students?

Question 5.4 Was attendance of foreign language courses compulsory or optional?

Question 5.5 How many hours (total) of foreign language preparatory courses did your students attending take as a rule?

Question 5.6 Is academic credit granted for students' foreign language performance during the preparatory courses?

About 20 percent of the departments spending ERASMUS grants on foreign language instruction actually used them for the establishment of new courses. A further 20 percent used the grant to extend existing provisions, while about 60 percent stated that they used ERASMUS grants without changing the existing range of foreign language provisions.

Foreign language preparation for study abroad primarily takes place at the home institution prior to the study period abroad. According to the ICP coordinators and ERASMUS students previously surveyed, however, many departments offer foreign language courses for incoming ERASMUS students as well.

Table S.3
Proportions of Various Student Groups Benefiting from ERASMUS Support for Foreign Language Preparation, by Field of Study (means of ICP local directors' responses)

	Field of study													Total				
	Agr	Art	Are	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Outgoing ERAS- MUS student	70.3	60.7	48.8	37.7	51.0	61.6	47.0	48.2	31.1	54.0	59.6	49.7	65.5	44.8	52.0	40.7	42.5	50.5
Other students from the home institution	3.8	0	1.9	1.9	4.7	7.9	4.0	1	2.9	5.7	1.4	0	1.2	1.9	0	17.1	0	3.2
Incoming ERAS- MUS students	22.8	39.3	43.1	57.3	44.3	28.7	48.6	51.1	61.0	37.3	36.4	49.3	29.6	47.9	48.0	42.1	56.4	43.4
Other host students	3.1	0	2.0	2.3	0	1.7	4	.5	2.6	2.1	2.0	1.0	2.6	4.3	0	0	1.1	2.0
Other	0	0	4.2	8	0	0	0	0	2.4	.9	6	0	1.0	1.1	0	0	0	.8
(n)	(16)	(115)	(27)	(86)	(30)	(104)	(25)	(38)	(62)	(53)	(35)	(31)	(68)	(78)	(5)	(7)	(14)	(694)
Agr	Agricultural sciences													Natural sciences				
Art	Architecture, urb and reg planning													Social sciences				
Are	Art and design													Communication and information sc.				
Bus	Business studies, management sciences													Other areas of study				
Edu	Education, teacher training													Framework agreements in various areas of study				
Eng	Engineering, technology																	

Question 5.9 Who benefited from ERASMUS support for foreign language preparation? Please state percentages

1991/92 ICP local directors pointed out in this survey that ERASMUS support for foreign language preparations played a significant role in providing opportunities for ERASMUS students to continue their language training at the host institution. According to the local directors, incoming ERASMUS students comprised about 43 percent and other host students two percent of those benefiting from this kind of ERASMUS support.

As Table 5.3 shows, ERASMUS grants for foreign language tuition were used most often by incoming students in foreign language studies and business studies. In contrast, outgoing home students were most likely to use ERASMUS grants for this purpose if they were studying natural sciences, engineering and mathematics.

5.3 Assistance Provided for Home and Host Students

At many institutions and departments participating in the ERASMUS programme, substantial assistance, guidance and advice for home students prior to the study period abroad is a matter of course. Also, assistance, guidance and advice provided by the host institution is generally viewed as a factor in successful study abroad and might be crucial during the first days and weeks abroad. Local directors, therefore, were asked to state the extent to which their departments and institutions provided assistance, guidance and advice both to their home students prior to the study period abroad and to incoming ERASMUS students. They were given a list of (regarding home students) 12 or (regarding host students) 14 areas covering academic issues, foreign language courses, host culture and society, and practical and personal matters abroad.

As regards home students, 78 percent of ICP local directors of departments or institutions sending students abroad and responding to this question, actually stated that considerable activities involving dissemination of information about the ERASMUS programme were undertaken. About two-thirds each named assistance and advice regarding academic matters in general (69%), regarding registration and course selection abroad (67%) as well as financial support (67%).¹³ Notably, assistance and advice regarding financial support were primarily provided for the home students prior to the study period abroad, as a comparison between Tables 5.4 and 5.5 shows.

¹³ If respondents stated that assistance was provided to a different extent according to the host country, the percentage presented here refers to the mean according to host country.

Table 5.4
Provision of Assistance to Home Students Prior to Their Stay Abroad, by Country of Respondents* (percent
of ICP directors of departments/institutions sending students abroad)**

	Country of respondents										Total	
	B	D	DK	F	F	GR	I	IRL	NL	P		UK
Information about ERASMUS programme	85	80	84	81	77	83	78	69	76	82	73	78
Registration, course selection	67	59	63	71	72	77	72	57	68	73	65	67
Accommodation	58	60	44	62	58	61	51	60	61	77	62	59
Matters regarding financial support	63	67	88	63	66	77	59	63	69	59	70	67
Other practical matters	51	38	64	61	57	59	43	71	57	42	60	52
Academic matters	72	63	84	75	69	76	70	84	62	60	69	69
Work placement matters	32	52	42	25	62	14	23	43	42	51	55	46
Information about host institution's country	66	67	59	65	62	69	65	42	50	57	53	61
Language training	53	45	39	53	55	64	56	28	47	33	55	51
The host country in general	34	40	29	42	40	61	31	23	27	35	38	37
The local community	31	40	24	40	52	29	22	32	17	23	29	35
Personal matters	37	35	25	48	45	47	36	44	40	38	39	40

Question 5.11: To what extent did your department/institution provide assistance/guidance advice to your students concerning the ERASMUS study period abroad prior to their stay abroad?

* If assistance differed according to the host country, the percentage presented refers to the mean by host country.

** Percent responding "1" or "2" on a scale from 1 "very considerable" to 5 "none".

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Table 5.5
Provision of Assistance/Guidance/Advice to Incoming Students by Country of Respondents* (percent of ICP directors of departments receiving students from abroad)**

	Country of respondents										Total	
	B	D	DK	E	F	GR	I	IRL	NL	P		UK
Information about the ERASMUS programme	64	56	39	61	58	79	68	53	45	78	49	57
Registration, course selection	80	85	69	81	83	92	77	82	78	91	83	82
Accommodation	89	85	88	75	81	82	69	77	83	83	88	83
Matters regarding students financial report	32	31	28	33	25	57	31	22	23	37	28	29
Other practical matters	68	67	78	65	64	75	59	65	62	70	64	65
Academic matters	71	85	83	81	69	81	66	89	56	75	84	77
Work placement matters	65	68	29	24	76	30	38	43	42	78	68	59
Information about your institution	63	63	52	66	61	82	59	52	55	69	53	60
Language training	71	57	54	63	60	74	67	40	51	52	46	57
Your country in general	47	44	40	51	36	81	41	33	44	47	32	41
Local community	56	57	53	51	46	59	41	32	44	51	41	47
Personal matters	49	47	39	49	49	56	41	33	44	42	45	46
Social contacts with people in your country	35	47	55	51	35	62	53	50	50	52	46	46
Cultural, sports, recreational activities	47	48	55	57	47	51	42	52	57	41	56	51

Question 6.2: To what extent did your department institution provide assistance/guidance advice to the incoming students in any of the following areas?

* If assistance differed according to the host country, the percentage presented refers to the mean by host country.

** Percent responding "1" or "2" on a scale from 1 "very considerable" to 5 "none"

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As regards host students, the number of departments offering substantial assistance and advice was higher than for home students, both for academic issues in general as well as registration and course selection. Assistance regarding accommodation of host students (83 % of the local directors of partner departments and institutions receiving students and responding to this question), regarding registration and course selection (82 %) and regarding academic matters in general (77 %) were most often rated as considerable.¹⁴

ICP coordinators 1989/90 had been asked the same questions on assistance, guidance and advice provided for host students (questions on assistance for home students were phrased differently thus not allowing a comparison). Again, we note that assistance reported by ICP coordinators looks more impressive than that reported by local directors (about five percent higher on average). The most substantial difference might be observed regarding advice on academic matters: According to the 1989/90 ICP coordinators, considerable academic advice for host students was provided in 89 percent of the ICPs while the 1991/92 ICP local directors reported that considerable advice of this kind was provided at 77 percent of the partner departments.

ICP coordinators might state considerable activities took place, even if they were undertaken only by some of the partners involved. Therefore, we consider the information provided by the local directors more realistic as far as the average availability of assistance, guidance and advice for students is concerned. This assumption is also supported by the finding that considerable support both for outgoing and incoming students was provided slightly more often in 1991/92 at those departments and institutions where the ICP local director was overall coordinator as well. The difference was four percent and three percent across the average of the 12 categories provided. Obviously, ICP coordinators are selected from the most active departments within an ICP.

In comparing the responses by 1991/92 ICP local directors to those of the ERASMUS ICP students surveyed in 1990/91, we observe somewhat less favourable ratings on the part of the students. As regards those areas in which most assistance, guidance and advice was provided and the areas in which least support was provided, the students' ratings were similar to the ICP local directors' ratings.

¹⁴ Again, if respondents stated that assistance was provided to a different extent according to the host country, the percentage presented here refers to the mean according to host country.

Table 5.6
Provision of Assistance to Home Students Prior to Their Study Period Abroad (percent of all responding ICP directors of departments/institutions sending students abroad)*

	Country: students are sent to										Total	
	B	D	DK	E	F	G	I	IRL	NL	P		UK
Information about the ERASMUS programme	78	81	90	77	80	77	76	83	79	76	81	78
Registration, course selection	69	71	65	65	68	62	63	67	64	61	69	67
Accommodation	65	63	69	58	63	52	59	64	59	59	61	59
Matters regarding students' financial support	64	69	76	66	66	69	65	66	67	67	66	67
Other practical matters	55	60	58	50	53	51	49	46	49	57	51	52
Academic matters	73	72	78	69	68	71	70	63	70	68	69	69
Work placement matters	41	47	54	42	50	50	36	45	49	34	45	46
Information about host institution country	61	65	59	59	65	55	56	60	58	54	65	61
Language training	44	57	51	55	57	44	58	53	50	57	51	51
The host country in general	32	39	39	36	38	38	34	36	32	37	38	37
The local community	29	38	33	36	31	36	32	33	31	44	36	35
Personal matters	42	40	54	37	40	36	40	30	40	35	39	40
(n)	(238)	(461)	(109)	(399)	(660)	(93)	(332)	(183)	(300)	(107)	(846)	(2100)

Question 5.11: To what extent did your department/institution provide assistance/guidance advice to your students concerning the ERASMUS study period abroad prior to their stay abroad?

* Percent responding "1" or "2" on a scale from 1 "very considerable" to 5 "none".

The amount of assistance and advice provided for home and for host students varied considerably according to the subject area of the ICPs. In comparing the average level of assistance and advice across all aspects, we note that the highest level of support was provided - according to the local directors - in business studies (63 % considerable assistance and advice to outgoing home students and 65 % to incoming students). On the other hand, the mean percentage of considerable assistance and advice was relatively low in the case of architecture (45 and 46 % respectively) as well as in communication and information sciences (44 and 44 % respectively).

Provision of assistance and advice for students prior to the study period abroad differed to a moderate extent according to the host country ERASMUS students eventually went to.¹⁵ As Table 5.6 indicates, students going to Denmark and to Germany most often received considerable assistance and advice prior to the study period abroad (60 % and 58 % respectively on average of the 12 categories according to the local directors' assessment), while those going to Greece received least assistance and advice (59 % on average).

Similarly, provision of assistance and advice to incoming ERASMUS students was not provided evenly according to the students' host country. Again, differences were relatively small.¹⁶ Danish students were most often provided assistance and advice by the hosting department according to the host departments' ICP directors (63 %). In contrast, Dutch students were provided assistance and advice least frequently (56 %), as Table 5.7 indicates.

Peer students might play a very important role as advisors for ERASMUS students. They obviously play such a role not only on their own initiative, but many of them are explicitly asked to advise future ERASMUS students. ICP local directors were asked: "To what extent were students actively involved in preparing the 1991/92 students?" The questions did not delineate clearly whether informal individual activities are excluded or included. As Table 5.8 shows, ERASMUS students of previous years played a considerable role in 36 percent of the institutions and departments in preparing later generations of ERASMUS students. Also ERASMUS students from partner institutions were involved in the preparation at 24 percent of the departments and institutions. Former ERAS-

¹⁵ This could be measured, first, by taking into account the respective host country partners the respective ICP director's departments sent students to. This measure was applied, if the ICP directors reported the same assistance and advice to all home students - irrespective of the country they went to. ICP directors, however, were asked to state the extent of assistance and advice provided to students separately according to each host country, in fact assistance and advice varied according to host country.

¹⁶ The same methods of analysing differences regarding host students were employed as in the question on provision of assistance and advice for home students prior to the study period abroad.

Table 5.7
Provision of Assistance/Guidance/Advice to Incoming Students (percent of all responding ICP directors of departments/institutions receiving students from abroad*)

	Sending countries											Total	
	B	D	DK	E	F	G	I	IRL	L	NI	P		UK
Information about the ERASMUS programme	59	58	60	63	57	63	63	69	50	59	65	56	57
Registration, course selection	83	84	88	84	85	87	84	90	100	83	87	83	82
Accommodation	82	84	84	81	84	86	81	87	100	82	87	84	83
Matters regarding students' financial report	26	26	28	29	28	27	27	33	50	26	33	28	29
Other practical matters	68	64	76	65	68	75	66	66	50	65	74	68	65
Academic matters	77	79	86	77	82	81	78	79	100	80	79	76	77
Work placement matters	55	62	60	57	54	58	46	58	100	62	57	59	59
Information about your institution	60	61	62	63	64	64	62	66	100	60	60	63	60
Language training	48	58	54	64	55	58	62	73	100	53	56	65	57
Your country in general	39	39	49	41	44	45	45	45	0	39	41	47	41
Local community	44	44	52	50	47	54	50	54	50	45	51	53	47
Personal matters	49	46	59	50	48	48	48	54	50	43	54	49	46
Social contacts with people in your country	52	42	55	48	48	52	42	44	0	41	48	45	46
Cultural, sports, recreational activities	56	54	67	50	54	53	52	55	50	48	54	50	51
(n)	(295)	(573)	(146)	(490)	(607)	(154)	(423)	(130)	(2)	(325)	(151)	(664)	(2191)

Question 6.2: 'To what extent did your department/institution provide assistance/guidance advice to the incoming students in any of the following areas?'

* Percent responding "1" or "2" on a scale from 1 "very considerable" to 5 "none".

MUS students or current host ERASMUS students are less frequently involved in the preparation of future generations of ERASMUS students, if the number of ERASMUS students at the respective department is very small. By and large, ERASMUS students in humanities and social sciences are more likely to be involved in preparation of the future ERASMUS students than science and engineering students.

Support for accommodation is considered as one of the most essential but also as one of the most difficult and time-consuming activities host institutions undertake for ERASMUS-students. As Table 5.9 shows, diverse activities were employed by the host departments and host institutions:

- 61 percent provided rooms in university owned halls of residence to (all or part of their) ERASMUS host students;
- 29 percent rented private rooms and departments for incoming students in advance;
- 28 percent gave active help in finding accommodation upon arrival;
- 19 percent made arrangements in halls of residence not owned by the institution of higher education;
- 18 percent arranged room swaps between incoming and outgoing students. Notably, Dutch (33 %), Belgian (32 %), Danish (29 %) and German (27 %, as compared 8-15 % of the other countries) departments and institutions were active in this way;
- 14 percent reserved provisional accommodation upon arrival;
- 14 percent gave information on accommodation but left students to make their own arrangements;
- 2 percent stated other arrangements; and
- 2 percent explicitly stated that they did not provide assistance regarding accommodation.¹⁷

In aggregating the responses we note that 95 percent of the departments provide accommodation for at least part of the incoming students. Only five percent left all the burden of the search for accommodation to the students themselves.

1991/92 ICP local directors stated that on average they provided student accommodation in halls of residence (irrespective of university ownership or not) to 57.6 percent of the students. 51 percent of the ERASMUS students 1988/89 responding to a questionnaire stated that they had lived in university accommodation, compared with 49 percent for 1990/91 ERASMUS students. Although we assume that local directors tend to overestimate the proportion of students provided accommodation in halls of residence to some extent, as obviously

¹⁷ Two percent of ICP directors of departments and institutions receiving students did not respond

1989/90 ICP coordinators did as well, it is possible that a moderate increase of accommodation in halls of residence might have occurred. In Chart 5.3, ICP local directors' responses regarding 1991/92 are compared to those made by ERASMUS students 1990/91. Both studies confirm that accommodation in halls of residence is provided least frequently in Spain, while in France, the United Kingdom and Germany accommodation in halls of residence is provided for a relatively large proportion of incoming students.

According to the 1991/92 ICP local directors, Greek, Dutch and Belgian institutions played a much stronger role in providing accommodation in halls of residence than 1990/91 students' responses suggested.

Table 5.8
Other ERASMUS Students' Involvement in Preparing the 1991/92 ERASMUS Students, by Field of Study (percent of ICP local directors)*

	Home institution's previous ERASMUS students	Current incoming ERASMUS students
Agricultural sciences	17	13
Architecture	44	28
Art and design	40	28
Business studies management sciences	44	32
Education teacher training	45	27
Engineering technology	31	19
Geography geology	30	13
Humanities	32	23
Languages philological sciences	39	27
Law	35	22
Mathematics informatics	25	26
Medical sciences	42	29
Natural sciences	26	15
Social sciences	46	31
Communication information sciences	37	23
Other areas of study	32	19
Framework agreements in various areas of study	25	11
Total	36	24

Question 5.10 To what extent were students actively involved in preparing the 1991/92 ERASMUS students?

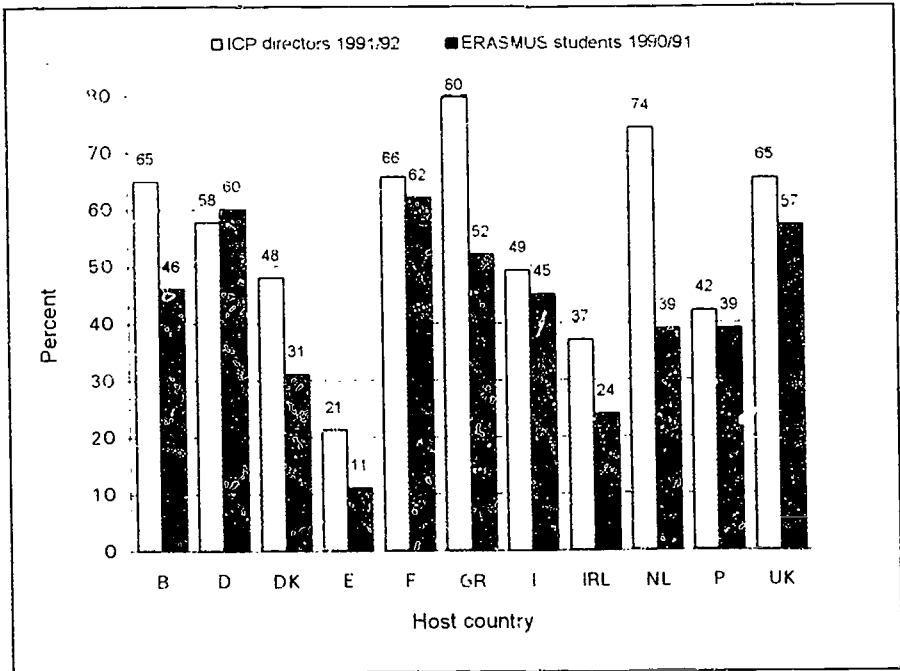
* Percent responding "1" or "2" on a scale from 1 "to a great extent" to 5 "not at all"

Table 5.9
Assistance in Accommodation Matters for the Incoming Students, by Country of Respondents
 (percent, multiple reply possible)

	Country of respondents										Total	
	B	D	DK	F	GR	I	IRL	NL	P	UK		
No assistance	1	2	0	3	2	0	4	3	1	2	0	2
Rooms in university owned halls of residence	65	60	42	27	73	68	53	46	64	58	74	61
Arrangements in other halls of residence	16	30	41	12	16	37	28	13	30	11	6	19
Private rooms	31	37	51	47	20	17	33	18	36	31	19	29
Room exchange	32	27	29	9	15	8	14	11	33	8	9	18
Active help for students	31	9	13	51	22	3	33	51	13	51	40	28
Information for students	8	10	1	24	17	8	25	22	5	37	11	14
Provisional accommodation reserved	12	10	5	33	11	6	21	28	12	5	14	14
Other assistance	1	3	5	2	3	6	4	1	2	3	2	3
Not ticked	1	5	1	2	1	3	5	0	4	3	1	2
Total	197	193	189	212	111	157	219	193	199	208	175	191
(n)	(156)	(440)	(76)	(217)	(445)	(63)	(221)	(72)	(171)	(65)	(502)	(2428)

Question 6.3: How did your institution/department handle the accommodation of the incoming students?

Chart 5.3
Proportion of Incoming ERASMUS Students Provided University Accommodation According to the 1991/92 ICP Local Directors' Estimates in Comparison to 1990/91 Students' Statements, by Host Country (percentage of students)



Question 6.3: How did your institution department handle the accommodation of the incoming students? (multiple reply possible)

5.4 Host Students' Study Activities

A high degree of curricular integration is undoubtedly reached, when a study period abroad is a mandatory component of the course programme for all students enrolled. This holds true for 13 percent of the partner departments and institutions according to the 1991/92 ICP local directors responses. A further 5 percent stated that study abroad is mandatory for some areas and subspecialisations, while 82 percent reported that study abroad was optional.

21 percent of the 1989/90 ICP coordinators stated that the study abroad period was a mandatory component of the course programme for students either in all or in some of the participating departments. 23 percent ticked the statement "The ICP is a more or less jointly agreed course programme at all or at least several of the participating departmental units." Again, we might assume that this difference is most likely due to the fact that in some ICPs study abroad was only mandatory at some partner institutions, but optional at others. Thus, the responses by the local directors might be more realistic.

Table 5.10
Status of the Study Period Abroad Within the Overall Degree Course, by Country of Respondents (percent)

	Country of respondents											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Mandatory part of course programme	13	5	5	9	18	18	3	13	7	11	27	13
Mandatory for sub-specialisation or in some course programmes	5	4	4	3	3	8	0	2	5	5	11	5
Optional	82	91	91	88	79	73	96	85	88	83	62	82
Total	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(157)	(473)	(79)	(241)	(389)	(67)	(230)	(52)	(156)	(72)	(406)	(2322)

Question 4.1: Is the study period abroad within this ICP compulsory or optional for your students? Please tick one box only

As Table 5.10 shows, mandatory study abroad periods were most common at British departments involved in ICPs (27 %) and least common in Italian (3 %). Danish and German departments (5 % each). British departments most often opt

for a mandatory period in order to assure that those studying abroad do not have to study longer than those not studying abroad: they either tend integrate the study period into the regular duration of a course programme or to extend the whole course programme by one year in order to accommodate the study period abroad on top of what is generally studied at home. In contrast, individual prolongation of study due to the study period abroad is of lesser concern in countries in which some prolongation of the overall period of study is quite customary.

Mandatory study periods abroad were most frequent in a few fields of study such as business studies, foreign language studies and laws (see Table 5.11).

In addition, 1991/92 ICP local directors were asked about differences in participation in the course programme between incoming students and (home) students at their institution. 55 percent of ICP directors responding to this question stated that incoming students had more or less the same course load as home institution students, in 21 percent of the departments host students followed fewer courses than customary in the regular course programme for home students, and 4 percent host students took more courses. The figures do not add up to 100 percent - one reason being that a substantial number of ERASMUS students spent most of their time abroad on individual study. A course load more or less equivalent to that for home students was most common for students spending the ERASMUS supported study period in the United Kingdom (69 % of the respective departments) and in Denmark (62 %), while it was least common for those going to Greece (30 %), as Table 5.12 shows.

Some students took courses abroad which were provided for the home institution students at an earlier level of study; 11 percent of the local directors reported this practice; most commonly for ERASMUS students spending the study period abroad in Germany (20 %). It should be noted in this context that 1990/91 ERASMUS students going to Germany more frequently stated that they took more demanding courses in the host country than at home, in contrast to students going to other EC countries.

In addition, ERASMUS host students faced some restriction in the choice of courses at 20 percent of departments. This was most often the case in Spain (30 %), the Netherlands and Greece (28 % and 27 % respectively). 17 percent of the local directors stated that special courses for foreign students were offered. This was most common in Denmark (36 %), the Netherlands (29 %), Belgium (27 %) and Greece (24 %) - notably, if ERASMUS students were not expected to learn the host country language. Among the 1990/91 students surveyed, 13 percent stated that all the courses they took were especially for foreign students - notably a high proportion of those studying in Greece.

Denmark and Portugal. A further 25 percent of students stated that they took some courses abroad provided especially for foreign students.

At 26 percent of the departments, ERASMUS students spent more time on individual study than home students. This arrangement was certainly chosen in part, but not exclusively in those cases in which ERASMUS students could not participate in courses provided in the host country language, for it was most often reported by Greek (38 %), Dutch (37 %), Irish (35 %), Portuguese (34 %), and Danish and Italian (34 % and 33 %) ICP local directors.

The proportion of 1991/92 ICP local directors reporting that host students took more or less the same course load did not differ significantly from the proportion of 1989/90 ICP coordinators stating the same for the whole ICP (56 %). In contrast, 1989/90 ICP coordinators had stated more frequently almost all the categories referring to different activities on the part of host students. For example, fewer courses were stated by 25 percent of the 1989/90 ICP coordinators (as compared to 21 % of the 1991/92 local directors), and special courses for host students by 22 percent (as compared to 18 %). Again, these findings do not provide any evidence for a change over time, but seem more likely to be due to the fact that ICP coordinators name a variety of different solutions within the ICP which do not occur at all the individual departments of the respective ICP.¹⁸

It should be noted that the proportion of departments where incoming ERASMUS students took more or less the same course load as home students did not differ as much according to the field of study as it did according to country. However, we observe striking differences by field of study regarding the proportion of departments providing special courses to foreign students and those expecting host students to spend more time on individual study. As Table 5.13 shows, more than a quarter of the departments in education, law, business studies, framework agreements and foreign languages offered special courses to host students, in contrast to less than 10 percent in mathematics, natural sciences, engineering, humanities as well as art and design. ERASMUS students were expected to spend more time on individual study notably in natural sciences, agriculture and engineering as well as geography and geology (at more than 40 % of the respective departments). This practice was least frequently encouraged in business studies and law (less than 10 % each).

¹⁸ The ICP coordinators among the 1991/92 ICP local directors surveyed did not state more frequently restricted choice of courses, fewer courses, courses on lower level and special courses for host students than ICP local directors did not being in charge of the overall ICP co-ordination. This supports the view that 1989/89 ICP coordinators referred to the range of practice within their ICP.

Table 5.11
Status of the Study Period Abroad Within the Overall Degree Course, by Field of Study (percent)

	Field of study											Total						
	Agr	Are	Art	Bus	Edu	Eng	Geo	Hum	Law	Mat	Med		Nat	Soc	Com	Oth	Fra	
Mandatory part of course programme	11	8	7	24	11	9	6	9	18	18	9	12	10	9	5	23	4	13
Mandatory for sub-specialisation or in some course programmes	8	0	0	9	8	4	1	4	6	4	3	3	7	5	0	4	6	5
Optional	81	92	93	67	81	87	93	86	76	77	87	85	84	87	95	74	90	82
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(80)	(74)	(83)	(261)	(73)	(307)	(81)	(117)	(336)	(151)	(95)	(120)	(225)	(222)	(21)	(26)	(49)	(2322)

	Agr	Are	Art	Bus	Edu	Eng	Geo	Hum	Law	Mat	Med	Nat	Soc	Com	Oth	Fra
Agr	Agricultural sciences						Geography, geology					Nat	Natural sciences			
Are	Architecture, urb. and reg. planning						Humanities					Soc	Social sciences			
Art	Art and design						Languages, philological sciences					Com	Communication and information sciences			
Bus	Business studies, management sciences						Law					Oth	Other areas of study			
Edu	Education, teacher training						Mathematics, informatics					Fra	Framework agreements in various areas of study			
Eng	Engineering, technology						Medical sciences									

Question 4.1: Is the study period abroad within this ICP compulsory or optional for your students? Please tick one box only

Table 5.12
Difference Between Incoming and Own Students in Course Programme Participation, by Country of Respondents (percent of iCP directors of departments/institutions receiving students from abroad, multiple reply possible)

	Country of respondents											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Same course load for host students	42	52	62	52	43	30	52	50	47	35	69	52
Restricted choice for host students	23	21	18	30	24	27	14	13	28	17	13	20
Fewer courses for host students	33	20	18	29	28	21	10	21	16	12	12	20
More courses for host students	1	5	1	4	4	0	5	4	2	0	5	4
Courses on lower level	10	20	3	7	12	0	1	4	8	2	12	11
Special courses for host students	27	16	36	3	21	24	8	14	29	8	14	17
Individual study	27	17	34	31	23	38	33	35	37	34	23	26
Other differences in courses	4	12	21	5	10	16	8	3	15	5	9	10
Not tracked	3	5	5	4	7	6	9	3	2	14	2	5
Total	169	168	199	164	171	162	139	146	187	126	158	164
(n)	(156)	(440)	(76)	(217)	(445)	(63)	(221)	(72)	(171)	(65)	(502)	(2428)

Question 6.1. In what way, if any, did the incoming students participation in the course programme at your institution differ from that of your students at your institution?

Table 5.13
Difference Between Incoming and Own Students in Course Programme Participation, by Field of Study
 (percent of ICP directors of departments/institutions receiving students from abroad: multiple reply possible)

	Field of study													Total				
	Agr	Ar	Art	Bus	Edu	Eng	Geo	Hum	Law	Mat	Med	Nat	Soc		Com	Oth	Fra	
Same course load for host students	43	47	55	57	42	49	44	50	55	49	53	66	44	55	54	48	69	52
Restricted choice for host students	7	23	14	20	28	15	26	21	25	28	16	17	15	25	25	13	14	20
Fewer courses for host students	14	23	15	25	25	10	18	24	24	34	19	10	15	19	33	17	19	20
More courses for host students	0	4	4	3	4	3	2	3	8	2	2	0	3	6	13	4	0	4
Courses on lower level	5	10	4	16	9	6	10	11	15	16	16	5	4	9	8	13	19	11
Special courses for host students	11	20	8	27	30	7	13	9	26	28	3	13	4	18	13	17	33	17
Individual study	48	28	25	6	39	43	43	26	14	9	24	24	49	20	21	26	14	26
Other differences in courses	4	14	12	12	19	8	10	11	9	6	6	14	6	9	21	9	5	10
Not ticked	11	7	12	4	2	4	6	3	4	4	9	5	5	1	4	9	5	5
Total	143	177	148	170	199	146	173	158	180	176	148	155	147	163	192	157	179	164
(n)	(81)	(81)	(85)	(279)	(89)	(316)	(88)	(115)	(355)	(160)	(97)	(128)	(227)	(238)	(24)	(23)	(42)	(2428)

* Explanation see Table 5.11
 Question 6.1: In what way, if any, did the incoming students participation in the course programme at your institution differ from that of your students at your institution?

5.5 Certification

The importance of the academic study period abroad is underscored by the fact that ERASMUS students at 70 percent of the departments received some kind of written certification about their study period abroad upon graduation. As Table 5.14 shows, some ICP local directors named more than one way of certification:

- at 8 percent of the partner departments and institutions, a double degree was awarded, i.e. degree both by the respective host and home institutions;
- at 9 percent of the departments and institutions, a joint certificate was issued by the home and host institutions;
- 21 percent reported the attestation of the study period abroad in the degree document;
- 35 percent reported a separate attestation; and
- 10 percent named other ways of certification.

Formal certification is least frequent in architecture: only half of the respective local directors stated some kind of formal certification. In contrast, more than three quarters of the law and business studies provided some kind of formal certification. In the latter two subjects, certification both by the home and host institutions was most often awarded, while a double degree was the dominant pattern in business studies and a joint certificate in law.

As Table 5.15 indicates, national modes of degree-granting and certification come into play as well. Formal certification was undertaken by more than 80 percent of the partner departments and institutions in Denmark, Spain, Belgium, Greece and the Netherlands on the one hand and on the other by less than 60 percent of the German, British and Portuguese departments. In comparison across the countries, a double degree was clearly more often granted at French partner departments and institutions (16 %), while a joint certificate was more frequent at Greek (21 %) and Belgian departments and institutions (20 %).

Certification is more likely to be undertaken if the number of students sent abroad is large. 68 percent of local directors where the departments sent only one or two students abroad reported some kind of certification of the study period abroad upon graduation, compared with 86 percent of respondents where the departments sent more than 10 students abroad. The number of partners involved, however, does not determine the practice of awarding any kind certification.

A double degree, however, is most likely to be awarded in networks with a small number of partners sending large numbers of students abroad. A double degree was twice as often awarded in ICP comprising only two or three partners (13 %) than in those comprising more partners. It was most often awarded, if the partners sent more than 10 students abroad (20 %).

Table 5.14
Type of Formal Certification of the Studies Undertaken Abroad, by Field of Study (percent of ICP directors of departments/institutions sending students abroad; multiple reply possibly)

	Field of study													Total				
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Law	Mat	Med	Nat	Soc	Com	Oth	Fra		
No formal certification	33	49	34	19	22	27	22	34	38	12	33	31	33	32	29	21	31	30
Double degree	0	3	6	17	3	14	4	4	4	10	8	0	8	5	5	21	6	8
Joint certificate	11	5	2	15	21	9	7	6	6	18	11	7	4	10	10	11	10	9
Attestation in degree	19	9	12	28	9	24	32	23	18	30	19	22	19	20	19	14	22	21
Attestation separate from degree	31	26	40	36	34	28	40	31	35	50	29	27	29	42	57	21	41	35
Other certification	11	13	17	10	20	10	12	14	8	8	7	14	10	4	14	18	6	19
Not ticked	7	4	2	4	8	6	9	6	7	1	7	8	7	6	0	7	8	6
Total	112	109	113	131	117	120	126	118	115	130	114	110	111	119	133	114	124	119
(n)	(84)	(76)	(86)	(269)	(76)	(326)	(85)	(118)	(348)	(155)	(102)	(126)	(235)	(231)	(21)	(28)	(49)	(2415)
Agr	Agricultural sciences													Natural sciences				
Arc	Architecture, urb and reg planning													Social sciences				
Art	Art and design													Communication and information sc				
Bus	Business: studies, management sciences													Other areas of study				
Edu	Education, teacher training													Framework agreements in various areas of study				
Eng	Engineering, technology													Eva				
Geo	Geography, geology													Nat				
Hum	Humanities													Soc				
Law	Languages, philological sciences													Com				
Mat	Mathematics, informatics													Oth				
Med	Medical sciences													Eva				

Question 9.1. What formal written certification do students from your institution receive upon graduation for their studies undertaken abroad in the framework of this ICP?

Table 5.15
Type of Formal Certification of the Studies Undertaken Abroad, by Country of Respondents (percent of ICP
directors of departments/institutions sending students abroad, multiple reply possible)

	Country of respondents										Total	
	B	D	DK	E	F	GR	I	IRL	NL	P		UK
No formal certification	16	44	11	13	25	15	36	35	16	36	38	30
Double degree	4	8	6	9	16	1	1	4	5	4	7	8
Joint certificate	20	6	7	9	10	21	5	7	11	13	8	9
Attestation in degree	39	13	47	26	23	11	19	12	36	8	15	21
Attestation separate from degree	27	27	46	49	31	44	30	44	52	26	33	35
Other certification	9	12	9	11	10	17	15	4	8	13	7	10
Not ticked	6	5	7	3	5	10	5	4	9	10	7	6
Total	120	116	133	120	121	120	111	109	137	110	115	119
(n)	(163)	(486)	(81)	(251)	(404)	(71)	(236)	(57)	(166)	(72)	(428)	(2415)

Question 9.1: What formal written certification do students from your institution receive upon graduation for their studies undertaken abroad in the framework of this ICP?

Achievements and Problems

6.1 Academic Problems Students Face During the Study Period Abroad

ICP local directors were asked to state the extent to which their students faced academic problems during their ERASMUS supported study period abroad as well as the extent to which incoming ERASMUS students faced academic problems at the local director's department. In contrast to the students' surveys undertaken in previous years, ICP local directors were not asked about the students' problems regarding living and study conditions as well as regarding social contacts.

As regards incoming students, local directors most often observed problems in coping with courses and subsequent examinations in a foreign language: 14 and 15 percent respectively each stated "1" or "2" on a scale from 1 = "very serious problems" to 5 = "no problems at all".¹⁹ As Table 6.1 shows, other academic problems of incoming students were stated by 9 to 12 percent of the respondents each: 12 percent regarding differences in teaching and learning methods; 10 percent due to too high academic level of courses at the host institution; and 9 percent regarding the class and group size. Matters of recognition were stated by only 6 percent of the local directors. Finally, 2 percent reported that incoming students had problems because the academic level of courses was too low.

Asked about their own students' academic problems abroad, local directors clearly perceived fewer problems. On average across six areas, 11 percent of the local directors both sending students abroad and hosting ERASMUS students stated problems for incoming students but, as Table 6.2 indicates, only 6 percent for their students during the study period abroad. Notably, foreign language problems (14 and 15 % as compared 7 and 9 %) as well as too high academic

¹⁹ ICP local directors were asked to state problems specifically regarding each host country. The data presented in Table 6.1 and 6.2 refer to the average of problems stated for all host countries while Tables 6.4 and 6.5 refer to individual host countries.

Table 6.1
Academic Problems Encountered by Incoming Students According to the ICP Local Directors, by Country of Respondents (percent of ICP Directors of departments/institutions receiving students from abroad)*

	Country of respondents										Total	
	B	D	DK	E	F	GR	I	IRL	NL	P		UK
Matters of recognition, credit transfer	1	7	9	4	5	8	10	3	9	8	4	6
Courses in a foreign language	13	20	26	18	17	18	15	5	15	27	4	14
Examinations in a foreign language	15	26	26	18	17	8	14	2	12	22	4	15
Academic level of courses too high	7	18	5	10	17	16	10	0	8	9	3	10
Academic level of courses too low	1	2	3	1	3	13	3	0	2	3	2	2
Differences in teaching learning methods	9	21	5	10	14	13	14	2	12	11	5	12
Differences in class group size	1	17	6	13	11	21	13	0	6	12	3	9
(n)	(128)	(350)	(58)	(189)	(363)	(40)	(164)	(65)	(135)	(44)	(450)	(1986)

Question 6.5. To what extent did the incoming students typically encounter major academic problems in any of the following areas during their study period abroad?

* Percent responding "1" or "2" on a scale from 1 "very serious problem" to 5 "no problems at all"

level (10 % as compared to 4 %) were observed more frequently for incoming students than for their own students during the study period abroad.

On average across the categories, 1989/90 ICP coordinators stated serious academic problems on the part of the ERASMUS students as frequently as 1991/92 ICP local directors did regarding incoming ERASMUS students. There are some differences, however, according to individual categories, as Table 6.3 shows. In contrast, 1990/91 ERASMUS students themselves clearly differed in their perception of academic problems. They stated fewer problems regarding too high academic level of courses and regarding examinations to be taken in a foreign language,²⁰ but stated far more frequently problems regarding recognition. We might conclude that recognition problems are relatively frequent and mostly artificial according to the students, but infrequent, and, if present at all, well-founded according to the local directors.

According to the local directors' views, ERASMUS students' problems seem to differ dramatically according to the host country. This is visible, first, by differences according to local directors' country in respect to their reports of incoming students' problems.²¹ On average across six possible academic problems,²² including the utilisation of a foreign language in an academic context, Irish ICP local directors stated only 2 percent and British local directors only 4 percent of students had problems, while in contrast German local directors stated 18 percent (cf. Table 6.1). Similarly, local directors reported only 3 percent problems on average for their students going to Ireland and 5 percent for students sent to the United Kingdom. According to this measure (cf. Table 6.4), however, ICP local directors perceived most academic problems on the part of ERASMUS students going to Greece (13 % on average of the six categories) and to Italy (11 %). As regards Ireland and United Kingdom, few problems emerged regarding foreign language competence, learning conditions and too high academic level. It should be noted, though, that local directors slightly over proportionally stated problems faced by their students going to Ireland and United Kingdom regarding too low academic level of courses (7 % as compared to 5 % on average of all ERASMUS students, see Table 6.4).²³ Altogether, the internationally wide-spread knowledge of English, the education-minded academic

²⁰ In this comparison, statements by ICP local directors regarding their own students while studying abroad are excluded, because they seem to be less realistic than their perception of problems faced by incoming students.

²¹ Differences according to field of study were smaller and seem to be spurious, i.e. primarily due to different home and host country distributions.

²² "Academic level of courses too low" is excluded in the aggregate score reported here and elsewhere in this section because the nature of the problem obviously is quite different

²³ This was slightly more often stated regarding students going to Greece (9 %) as well as France, Italy and Spain (8 % each)

Table 6.2
Academic Problems Encountered by Own Students According to the ICP Local Directors, by Country of Respondents (percent of ICP Directors of departments/institutions sending students abroad)*

	Country of respondent											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Matters of recognition, credit transfer	2	5	4	5	6	7	5	3	4	4	3	5
Courses in a foreign language	5	5	8	9	6	5	3	5	4	10	15	7
Examinations in a foreign language	3	7	12	12	7	8	9	2	4	18	17	9
Academic level of courses too high	2	3	0	3	5	5	1	0	2	4	8	4
Academic level of courses too low	1	6	10	2	8	0	5	0	4	8	5	5
Differences in teaching learning methods	4	10	14	6	9	2	7	2	12	9	17	10
Differences in class group size	3	3	8	3	5	6	3	0	6	8	13	6
(n)	(140)	(400)	(62)	(218)	(326)	(60)	(291)	(44)	(126)	(59)	(367)	(2003)

Question 5.12: To what extent did your students typically encounter major academic problems in any of the following areas during their study period abroad?

* Percent responding "1" or "2" on a scale from 1 "very serious problem" to 5 "no problem at all".

Table 6.3
Academic Problems Encountered by ERASMUS Students - A Comparison of Different Views (percentage)*

	Own students abroad according to ICP local directors 1991/92	Incoming students according to ICP local directors 1991/92	Students according to ICP coordinators 1989/90	Students' self reporting 1990/91	Students' self reporting 1988/89
Matters of recognition, credit transfer	5	6	**	18	**
Taking courses in a foreign language	7	14	12	10	10
Taking examinations in a foreign language	9	15	19	11	15
Academic level of courses (too high)***	4	10	5	3	8
Differences in teaching learning methods	10	12	15	13	17
Differences in class/group size	6	9	9	7	9

* Percent responding "1" or "2" on a scale from 1 = "very serious problem" to 5 = "no problem at all".

** Category not included in the respective questionnaire.

*** In the ICP director's survey 1991/92 "too high" was added, while the other surveys addressed the academic level in general.

environment and the not-too-demanding academic level of British and Irish institutions seem to ease study periods in Ireland and the United Kingdom according both the ICP coordinators of the two countries as well as of the other EC member states.

Students' problems also seem to differ according to the country of the home institution. British ICP local directors reported most frequently problems of their own students during their study period abroad (12 % percent on average of the six categories), followed by Portuguese respondents (9 %), while Belgian students seemed to face least problems according to their local directors (3 %). Similarly, all local directors were asked about the extent incoming ERASMUS students from each EC member state faced academic problems while studying at their department. According to this measure (cf. Table 6.5).

- Irish and British students most frequently faced serious problems abroad (20 % and 17 % on average of the six categories);
- Greek, Italian and Spanish students faced more than average problems;
- Dutch, German, Belgian, Portuguese, and French students faced fewer than average problems; and
- Danish students faced least frequently serious problems (4 %).

British and Irish students seem to face more problems abroad in part due to problems of foreign language proficiency. They also seem to be more disappointed about the contrasts of teaching and learning between the host and the home institutions, and they perceive less assistance and guidance abroad. Some of them seem to face academically more demanding course programmes abroad.

It should be noted that 1990/91 ERASMUS students surveyed confirm these differences according to country, by and large, though the proportion of students stating problems differ substantially from the respective proportion among the local directors. There are some differences according to country, but the student survey confirms that ERASMUS students going to Ireland and the United Kingdom reported least academic and foreign language problems, and in conversely, British and Irish ERASMUS students reported most academic and foreign language problems while studying abroad.

Table 6.4
Academic Problems Encountered by Own Students Going to Different Countries - According to the ICP
Local Directors (percent of all respondents of departments/institutions sending students abroad)*

	Students going to										Total	
	B	D	DK	E	F	G	I	IRL	NL	P		UK
Matters of recognition, credit transfer	4	5	3	8	5	9	6	3	5	3	5	5
Courses in a foreign language	7	11	18	12	7	22	12	4	13	16	4	7
Examinations in a foreign language	10	14	6	12	11	25	11	6	12	15	6	9
Academic level of courses too high	3	6	8	4	6	1	6	0	3	5	2	4
Academic level of courses too low	5	3	4	8	8	9	8	7	4	0	7	5
Differences in teaching/ learning methods	7	11	10	16	14	18	19	5	7	7	8	10
Differences in class group size	6	7	5	9	11	5	14	2	3	3	3	6
(n)	(218)	(415)	(94)	(375)	(609)	(84)	(307)	(154)	(264)	(98)	(776)	(2003)

Question 5.12: To what extent did your students typically encounter major academic problems in any of the following areas during their study period abroad?

* Percent responding 1 or 2 on a scale from 1 = "very serious problem" to 5 = "no problems at all"

Table 6.5
Academic Problems Encountered by Incoming Students from Different Countries - According to the ICP
Local Directors (per cent of departments/institutions receiving students from abroad)*

	Students coming from										Total	
	B	D	DK	E	F	GR	I	IRL	NL	P		UK
Matters of recognition, credit transfer	8	10	3	9	6	9	14	8	6	4	6	6
Courses in a foreign language	10	9	9	21	9	22	16	23	7	13	30	14
Examinations in a foreign language	9	9	7	21	13	27	19	28	9	16	29	15
Academic level of courses too high	7	4	3	11	9	10	8	24	4	10	20	10
Academic level of courses too low	5	2	1	4	2	1	1	4	3	0	3	2
Differences in teaching-learning methods	8	6	0	11	11	11	14	19	7	5	21	12
Differences in class-group size	5	6	2	6	5	6	9	15	6	0	18	9
(n)	(254)	(537)	(124)	(448)	(552)	(136)	(383)	(120)	(284)	(131)	(602)	(1986)

Question 6.5: To what extent did the incoming students typically encounter major academic problems in any of the following areas during their study period abroad?

* Percent responding 1 or 2 on a scale from 1 "very serious problem" to 5 "no problems at all"

6.2 Means of Assessment of Students

ICP local directors were asked about the type of formal academic work the students were required to produce during their period abroad and how students' performance was assessed. According to the local directors:

- students at 53 percent of the departments and institutions had to produce tests, papers, essays, oral examinations and other assessment of individual courses or other units;
- at 31 percent of the departments or institutions, written reports on studies at host institution were required;
- 29 percent of local directors reported that students had to take comprehensive written tests, to write essays, etc. on the whole programme of study abroad;
- 25 percent of the local directors stated certification of attendance in courses at the host institution without formal assessment;
- 19 percent of the local directors stated oral examinations as a type of formal academic work required from students; and
- 15 percent stated that other types of formal academic work were required.

1989/90 ICP coordinators reported more frequent assessment by tests, papers etc. referring to individual courses and other units (75 %) and more frequent written reports on the overall study period abroad (46 %). As regards other categories, responses by 1989/90 ICP coordinators hardly differed from that by 1991/92 ICP local directors.

The types of formal academic work students were required to produce varied according to home country. As Table 6.6 shows, French departments put strongest emphasis on comprehensive assessment of the overall study period abroad, notably by means of an overall written test (58 %). Also, Spanish, Belgian and Portuguese departments put most emphasis on overall assessment, with Spanish departments having a preference for written tests (48 %), Belgian departments for oral examinations (38 %), and Portuguese for written reports on the overall study period (60 %). In contrast, Dutch (70 %) and German departments (68 %) relied most strongly on extensive assessment of individual course units taken abroad.

A certificate of attendance in courses without formal assessment sufficed most frequently for students returning to Denmark (39 %), Greece and Portugal (38 %). This practice was least common at French (16 %) and British departments (19 %).

Table 6.7 indicates different examination cultures of disciplines. Compared across disciplines, business studies departments were more strongly in favour of written tests on the overall study period abroad. Law departments put strongest emphasis on oral examinations on the overall study period abroad. Written re-

ports on the overall study period abroad were most common in natural sciences, agriculture, communication science, education and engineering. A certificate without formal assessment was frequently reported regarding humanities and foreign language departments.

Table 6.6
Formal Academic Work Required from the Incoming Students, by Country of Respondents (percent of ICP local directors of department/institutions sending students abroad, multiple reply possible)

	Country of respondents											Total
	B	D	DK	E	F	GR	I	IPL	NL	P	UK	
Certificate without formal assessment	21	29	39	30	16	38	33	25	23	38	19	25
Tests, papers etc.	56	68	49	34	47	52	24	58	70	37	65	53
Written test on overall study period	26	10	22	48	58	24	17	35	23	11	24	29
Oral examination on overall study period	38	11	9	13	33	19	33	6	12	6	12	15
Written report on overall study period	28	25	29	31	36	33	21	32	31	60	32	31
Other academic work	16	16	16	11	12	17	9	25	23	6	20	15
Not ticked	3	9	4	3	3	2	13	1	2	3	2	5
Total	187	167	168	171	203	186	149	182	183	162	174	177
(n)	(156)	(440)	(76)	(217)	(445)	(63)	(221)	(72)	(171)	(65)	(502)	(2428)

Question 7.1: What type(s) of formal academic work were students who spent their study period abroad at your institution in this ICP required to produce?

Table 6.7
Formal Academic Work Required from the Incoming Students, by Field of Study (percent of ICP directors of department/institutions sending students abroad, multiple reply possible)

	Field of study													Total				
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Law	Mat	Med	Nat	Soc		Com	Oth	Fra	
Certificate without formal assessment	23	30	35	14	37	9	30	37	41	14	21	38	14	23	42	39	31	25
Tests, papers etc	46	42	34	71	38	47	65	51	64	67	47	30	36	64	63	43	60	53
Written test on overall study period	21	14	8	47	28	22	26	30	34	35	31	20	22	34	33	22	31	29
Oral examination on overall study period	14	11	18	23	8	20	14	15	18	43	15	20	18	16	21	4	21	19
Written report on overall study period	54	22	22	23	48	45	36	23	19	10	25	34	56	23	50	39	14	31
Other academic work	14	42	41	11	17	20	17	7	10	9	13	23	16	10	8	17	7	15
Not ticked	4	2	4	2	6	6	3	4	4	6	6	5	7	4	0	9	2	5
Total	175	163	162	191	182	169	191	167	190	185	159	168	168	174	217	174	167	177
(n)	(81)	(81)	(85)	(279)	(89)	(316)	(88)	(115)	(355)	(160)	(97)	(128)	(227)	(238)	(24)	(23)	(42)	(2428)
Agr	Agricultural sciences													Natural sciences				
Arc	Architecture, urb. and reg. planning													Social sciences				
Art	Art and design													Communication and information sc.				
Bus	Business studies, management sciences													Other areas of study				
Edu	Education, teacher training													Framework agreements in various areas of study				
Eng	Engineering, technology													Fra				

Question 7.1 What type(s) of formal academic work were students who spent their study period abroad at your institution in this ICP required to produce?

6.3 Performance of Incoming ERASMUS Students

Altogether, incoming ERASMUS students performed almost as well as home students according to the local directors. Their performance was rated 3.1 on average on a scale from 1 = "host students much better" to 5 = "host students much worse". Altogether 10 percent of the local directors stated that host students were better than home students, while 20 percent considered their performance worse than that of home students. In contrast, 1990/91 ERASMUS students rated their academic progress abroad on average clearly better than their academic progress at home (2.5 on a scale from 1 = "much better" to 5 = "much less").

Table 6.8
Performance of Incoming ERASMUS Students from Different Countries
Compared to Own Students - According to the ICP Local Directors of the
Hosting Departments/Institutions (percent of all respondents)

Country incoming students came from	Incoming ERASMUS students			Total	(n)
	Better	Same	Worse		
B	17	73	11	100	(305)
D	20	69	11	100	(593)
DK	14	73	13	100	(146)
E	11	66	23	100	(501)
F	13	69	18	100	(624)
GR	11	62	28	100	(160)
I	12	69	19	100	(453)
IRL	6	66	28	100	(131)
LUX	0	100	0	100	(3)
NL	17	71	12	100	(345)
P	10	64	26	100	(154)
UK	6	62	32	100	(673)
Total	10	70	20	100	(2188)

Question 7.2. All in all, how did the students who spent their study period abroad at your institution perform as compared to students studying at your institution?

According to the local directors, incoming ERASMUS students' performance differed substantially according to the host country. German, Belgian and Dutch students were rated highest (2.9 each). As Table 6.8 shows:

- 20 percent of the respondents rated incoming German students' performance higher and 11 percent lower than their home students' performance;
- the respective figures were 17 and 11 percent regarding incoming Belgian students; and
- 17 and 12 percent regarding incoming Dutch students.

In contrast, British and Irish students were rated lowest (3.3 each):

- 32 percent of the respondents rated incoming British students' performance lower and 6 percent higher than their home students' performance; and
- the respective figures were 28 and 6 percent regarding incoming Irish students.

Dutch students going to Greece and to Ireland as well as German students going to Greece were rated most positively by the host ICP local directors (2.6 each), while Irish students going to France were rated most negatively by their host ICP local directors (3.6), as Table 6.9 shows.

Table 6.9
Performance of Incoming Students Compared to Own Students, by Home and Host Country - According to the ICP Local Directors of the Hosting Department/Institution (mean)**

Country incoming students came from	Country of respondents											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Belgium	•	2.8	3.7	3.1	2.8	2.7	2.9	2.8	3.1	2.7	2.9	2.9
Germany	2.9	•	2.9	3.1	2.8	2.6	3.0	2.9	2.9	2.6	2.9	2.9
Denmark	3.0	2.8	•	3.4	3.1	*	*	*	*	*	3.0	3.0
Spain	3.5	3.3	2.9	•	3.0	*	2.9	2.8	3.5	3.0	3.2	3.1
France	3.2	3.1	3.0	3.0	•	2.9	3.1	3.1	3.3	3.1	3.0	3.1
Greece	3.5	3.2	*	*	3.4	•	2.9	*	3.3	*	3.0	3.2
Italy	3.2	3.2	3.3	3.1	3.0	3.0	•	2.8	3.5	3.3	2.9	3.1
Ireland	3.4	3.4	*	*	3.6	*	*	•	3.4	*	3.0	3.3
The Netherlands	3.1	2.9	3.0	2.9	2.9	2.6	2.8	2.6	•	*	2.9	2.9
Portugal	3.4	3.3	*	3.3	3.0	*	3.1	*	3.0	•	3.1	3.1
United Kingdom	3.1	3.3	3.2	3.4	3.5	2.9	3.3	3.4	3.2	3.1	•	3.3
Total	3.2	3.2	3.1	3.1	3.1	2.9	3.0	2.9	3.1	3.0	3.0	3.1
(n)	(144)	(370)	(64)	(197)	(406)	(62)	(193)	(70)	(156)	(52)	(474)	(2188)

Question 7.2: All in all, how did the students who spent their study period abroad at your institution perform as compared to students studying at your institution?

* Number of cases was less than 10

** Scale from 1 - "host students much better" to 5 - "host students much worse"

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6.4 Extent of Recognition

Different measures were employed to examine the extent to which ICP local directors reported that study abroad was recognized by the home institution upon return. Identical or almost identical questions were posed to 1989/90 ICP coordinators as well as ERASMUS students in 1988/89 and 1990/91.

First, the degree of recognition was taken into account (i.e. the degree to which the academic study successfully undertaken at the host institution was recognized or otherwise considered equivalent). As the top line of Table 6.10 shows, local directors reported that 91 percent of successful study abroad was accepted on average by the home institution upon return.

Secondly, the degree of correspondence was addressed (i.e. the extent to which study at the host institution actually corresponds to the amount of typical study at the home institution during a corresponding period). The second question was considered necessary because students might take less (or in a few cases more) courses abroad than at home and therefore might have to face an additional work load at home even if all courses taken abroad were recognized. As the centre line of Table 6.10 indicates, local directors stated that study abroad on average corresponded to 93 percent of study at the home institution.

Thirdly, the degree of non-prolongation was asked for (the responses to the question about the expected prolongation of the overall duration of study due to the study period abroad provided the basis for this measure).²⁴ As the bottom line of Table 6.10 shows, local directors estimated that students will prolong their studies by 12 percent of the study period abroad. Thus, the degree of non-prolongation was 88 percent according to the local directors' estimate.²⁵

The 1991/92 ICP local directors estimated the degree of correspondence and the degree of non-prolongation higher than the 1989/90 ICP coordinators, and they estimated the degree of recognition as high as the 1989/90 ICP coordinators (see Table 6.11). Whereas many other findings suggest that ICP coordinators presented a somewhat too positive view because they had the more successful departments and institutions of the respective network in mind, their estimates regarding recognition were lower according to two criteria and the same on one. We might conclude that recognition has improved over time. We note that ICP

²⁴ According to respectively detailed questions, 10 percent of the local directors stated that all students prolong and 17 percent that some students prolong the overall study period due to the study period abroad. At 6 percent of the departments and institutions, 100 percent prolongation is customary, at a further 6 percent more than half, and at 11 percent less than half. Those actually prolonging were expected to do so by 3.5 months on average.

²⁵ ICP local directors were asked to state differences of recognition, correspondence and prolongation according to host country, if applicable. As differences according to host country were relatively low, they are not documented here.

coordinators among the 1991-92 ICP local directors surveyed even stated 94, 95 and 90 percent respectively for statistics on recognition, correspondence and non-prolongation (as compared to 90, 93 and 86 percent of the local directors not in charge of the overall coordination of the ICP).

However, students' surveys addressing the 1988/89 and 1990/91 ERASMUS students, firstly, suggest that both ICP local directors and ICP coordinators overestimate the degree of recognition and secondly, students do not indicate any increase of recognition over time. Further studies will be needed in order to allow conclusions regarding the trends of recognition.

It is interesting to note that recognition according to all three criteria, based on the local directors' estimates, differed neither according to number of departments involved in the respective ICP nor according to the number of students sent by the local directors' departments or institutions. Some variation according to field of study could be observed, ranging from 87 to 96 percent regarding the degree of recognition, from 88 to 96 percent regarding the degree of correspondence, and from 71 (by far the lowest in law) to 95 percent regarding non-prolongation. The figures according to field of study were less consistent, though, than those according to country of correspondents with recognition across the average of the three criteria highest in Denmark and lowest in Greece (see Table 6.10).²⁶

Local directors of those ICPs in which full recognition was not normally awarded were asked to state reasons for incomplete recognition or correspondence. Actually, 25 percent named reasons: discrepancies of teaching and learning modes between the home and host institutions were referred to by 13 percent of the respondents, and 13 percent, too, named programme-related reasons (e.g. only a limited number of courses abroad were equivalent). Thus, the major difficulties were primarily attributed to problems inherent in study abroad programmes. Achievement problems of the individual students were stated only by 2 percent and practical difficulties of living abroad by 3 percent, while language barriers were viewed as a major cause for incomplete recognition by 5 percent of the ICP coordinators. Four percent named other reasons.

Programme-related reasons for incomplete recognition were most frequently stated by local directors in law (24 %) with discrepancies in teaching and learning modes most frequently viewed as barriers to complete recognition in the case of architecture (26 %). Differences in this respect according to country were clearly smaller.

²⁶ Denmark and Greece were the extremes regarding recognition as well according to the 1989/90 ICP coordinators.

Table 6.10
Degree of Recognition, Correspondence and Non-Prolongation According to the ICP Local Directors, by
Country of Respondents (mean of percentages stated)

	Country of respondents										Total	
	B	D	DK	E	F	GR	I	IRL	NL	P		UK
Degree of recognition	94.1 (149)	89.0 (430)	96.1 (73)	93.1 (235)	92.6 (351)	88.8 (61)	90.6 (213)	86.0 (53)	95.9 (151)	96.4 (69)	86.7 (385)	91.0 (2170)
Degree of correspondence	92.2 (144)	98.3 (413)	100.0 (68)	91.9 (230)	92.7 (346)	89.4 (53)	91.2 (203)	89.3 (50)	91.1 (147)	87.1 (68)	94.5 (377)	93.7 (2099)
Degree of non-prolongation	95.1 (140)	77.1 (329)	97.8 (57)	93.0 (154)	91.9 (282)	73.5 (29)	79.4 (148)	90.7 (42)	87.6 (107)	90.7 (45)	90.4 (337)	87.5 (1670)

Question 8.1: What percent of academic work successfully carried out at the host institution(s) was recognized on average (credit granted or otherwise considered equivalent) by your institution?

Question 8.2: To what extent did your students' work load at the host institution actually correspond on average to typical work load at your institution during a corresponding period? Please, state the percentage.

Question 8.5: How many of your ERASMUS-supported students 1991-92 in this ICP face prolongation of the overall study period due to the study period abroad, and what period of prolongation do they face?

Table 6.11
Recognition of Study Abroad Upon Return - A Comparison of Different Views (percentage)*

	According to			
	Local directors 1991 92	ICP coordinators 1989 90	Students' 1990 91	Students 1988 89
Degree of recognition	91	90	74	77
Degree of correspondence	94	83	72	74
Degree of non-prolongation	88	77	54	56

In response to a question about the possible consequences, about 16 percent, i.e. about two-thirds naming reasons for incomplete recognition, stated some consequences. In most cases (10 %), students had to make up the courses, while repetition of courses and exams was only required in very few cases. Some 5 percent of the local directors stated that incomplete recognition will lead to a prolongation of the overall study period.

6.5 Spin-off Activities

Cooperation in the framework of an ICP is not solely confined to issues of student mobility and teaching and learning in this framework. 79 percent of the ICP local directors named, in response to a respective questions, "spin-offs" of the ERASMUS programme, i.e. outcomes beyond the ERASMUS-supported activities such as:

- 37 percent reported that involvement in the ICP led to research cooperation with partner departments and institutions;
- in 34 percent of the departments and institutions, the ICP had led to exchange of staff in the respective field;
- student exchange outside this ICP was encouraged by partnership in the ICP addressed in the survey in 24 percent of the cases;
- partnership agreements set up in 23 percent of the cases;
- and contacts between other departments in 22 percent of the cases.

As Table 6.12 shows, Greek and Portuguese local directors most frequent named spin-off effects, i.e. representatives of those two countries facing most difficulties in getting successfully involved in the ERASMUS programme in the first years after its inauguration. It is obvious that spin-offs will be the more impres-

sive, when there were fewer international contacts in existence at the beginning of the ERASMUS-related cooperation.

As Table 6.13 indicates, local directors of departments sending large numbers of students abroad are more likely to name a broad range of spin-off activities. In contrast, the number of partners involved in an ICP is not clearly linked to the number of spin-off activities named.

Table 6.12
Spin-Off Activities, by Country of Respondents (percent, multiple reply possible)

	Country of respondents											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Partnership agreement	14	26	15	21	24	37	18	16	20	30	28	23
Contacts between other departments	15	13	20	29	25	29	23	25	17	27	25	22
Student exchange outside ICP	23	21	30	21	26	38	21	22	21	27	28	24
Student exchange in other areas	19	16	21	16	20	26	12	15	27	16	20	18
Staff exchange in this field	35	32	34	29	30	53	30	25	38	38	37	34
Staff exchange in other fields	9	7	1	7	10	14	6	5	8	16	7	8
Research in this field	40	30	34	38	32	49	39	33	34	45	46	37
Research in other fields	6	7	2	13	8	30	10	16	5	19	12	10
Inter library services	2	2	2	2	3	4	1	3	1	4	1	2
Administrative staff contacts	11	18	13	7	17	23	9	19	14	6	18	15
Exchange of assistants	16	18	3	14	6	22	9	4	11	31	4	1
Other forms of cooperation	16	12	5	9	11	7	13	7	11	6	14	12
Not ticked	18	25	32	19	21	8	23	23	23	25	17	21
Total	224	227	212	226	236	341	214	214	231	291	257	237
(n)	(177)	(501)	(92)	(255)	(476)	(73)	(253)	(73)	(183)	(77)	(522)	(2682)

Question 10.3. Are there any spin-off activities resulting from the interaction within the ICP?

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Table 6.13
Spin-Off Activities, by Number of Students Sent Abroad (percent, multiple reply possible)

	Number of students sent abroad						Total
	1-2	3-4	5-6	7-10	11 and more	None*	
Partnership agreement	16	23	28	25	42	14	23
Contacts between other departments	17	22	24	25	33	13	22
Student exchange outside the ICP	20	24	27	29	34	18	24
Student exchange in other areas	14	17	19	24	28	13	18
Staff exchange in this field	26	32	38	41	46	29	34
Staff exchange in other fields	7	10	6	8	12	6	8
Research in this field	40	41	37	35	34	30	37
Research in other fields	10	11	11	10	8	7	10
Inter library services	2	3	3	1	2	1	2
Administrative staff contacts	11	12	16	20	32	9	15
Exchange of assistants	10	12	15	9	11	5	11
Other forms of cooperation	10	14	13	11	16	7	12
Not ticked	24	19	16	18	11	36	21
Total	206	239	253	256	309	189	237
(n)	(727)	(566)	(376)	(322)	(316)	(267)	(2574)

Question 10.3: Are there any spin-off activities resulting from the interaction within the ICP?

* I. e. only hosting students

Summary

7.1 Content and Information Basis of the Study

This study is based on the information provided by ICP local directors of the partner units (mostly departments and in a few cases framework arrangements of institutions) of ERASMUS Inter-University Cooperation Programmes (ICPs) in 1991/92. Altogether, 2,682 ICP local directors (the response rate was 59 per cent) responded to a questionnaire comprising 59 predominantly standardized questions. The questionnaire addressed the local directors' personal profile and functions, the structure of the ICP and the cooperation between the partners, academic and administrative arrangements of the programmes as well as recognition and other possible outcomes of study abroad.

A voluntary, anonymous, representative sample survey of ICP local directors was chosen for the academic year 1991/92 instead of a sequel of the analysis previously undertaken of the 1989/90 official reports provided by the ICP coordinators. As not all ICP coordinators know respective details about each department involved, the ICP local directors' survey was expected to provide a more valid picture about the provisions for the outgoing and incoming ERASMUS students as well as about the problems and outcomes in the view of those responsible for student mobility.

7.2 Profile of the Partner Departments and Institutions

Of the 2,682 partner departments comprising by this survey, almost twenty per cent each were at British, French and German institutions, almost ten per cent at Spanish and Italian institutions, seven per cent each from the Netherlands and Belgium, and about three per cent each from Denmark, Portugal, Greece and Ireland. In comparison to sending departments, Ireland, the Netherlands and the

United Kingdom were relatively frequent hosts. The largest number of partners represented was in languages and philological sciences, engineering and technology, business studies and management science, natural sciences as well as social sciences.

Less than half of the departments sent students to all their partners. Possible "flows" were least often realized to Greece (53 %) and Portugal (55 %). Lack of interest on the part of the students was stated most frequently as a reason for not making use of all the possible partnerships within the ICP. Looking at more specific reasons, problems of foreign language proficiency was named most often.

Work placement in the host country was offered (and in a substantial number required as a mandatory component of the study programme) at 21 percent of the partner departments and institutions, notably in teacher training, medical fields, business studies, agriculture and engineering. 86 percent of the respective departments assessed the work placement abroad formally, and 67 percent counted it towards a final degree.

7.3 The ICP Local Directors

Three percent of the ICP local directors were rectors, presidents etc. and 14 percent senior administrators (deans etc.). One third each were full professors or held other professorial ranks; 16 percent were other academic staff and 3 percent other administrative staff and 20 percent were women. About half of the local directors were between their mid-forties and mid-fifties. Seven percent were not native speakers of the language of their institution of higher education.

Throughout the year, local directors spent 3.3 hours on average per week on work related to the respective ICP. More than two-thirds had functions in the ICP beyond coordination of student mobility at the respective department. Among others, 26 percent served as coordinators of the ICP while 35 percent were involved in the management of more than one ICP.

Most local directors considered active involvement in the management of the ICP worthwhile for improving their understanding of the host country, for better teaching contacts, and for acquaintance with other teaching methods. Few of them (14 %) considered it worthwhile for better career prospects. Greek ICP local directors rated the personal outcomes of involvement in the ICP management most positively.

7.4 Cooperation with Partners and Management of the ICP

Almost half of the ICP local directors (48 %) reported that their department (or institution, if the ICP was based on institutional cooperation) was already involved in ERASMUS supported activities before student mobility started in the framework of the ICP addressed in the respective questionnaire. Some 37 percent of the departments were already involved in another ICP, and 18 percent made prior use of the short study visits scheme.

80 percent of the local directors not in charge of the overall coordination of the ICP received copies of the application, but only about one third got to know details of the ICP budget breakdown between partners. Most local directors felt well informed about their partners' curricula, academic calendar and accommodation provision, but less than half each about their partners' facilities for study or their recognition arrangements.

ICP local directors participated on average in 2.3 meetings with their partners during the academic year 1991/92. The majority used more than one language in communication with their partners, with English used by 79 percent, French by 48 percent and German by 23 percent of the respondents.

As regards the financial administration of the programme, 14 percent voiced dissatisfaction with the administration of the ICP grant budget, 19 percent pointed out considerable problems due to a delay in the receipt of the grant, 12 percent faced difficulties with the administration of the grant, and 8 stated problems due to an unbalanced distribution of the funds between the partners. As regards other aspects of the ICP, 10 percent were dissatisfied with the dissemination of information, and 15 percent with the reporting procedures.

7.5 Academic and Administrative Arrangements for Study Abroad

Some 61 percent of the ICPs employed systematic criteria for the selection of students, others had arranged mandatory study abroad periods which could provide study opportunities abroad for all students interested, or they selected on a "first come, first served" basis. In almost all cases of systematic selection, academic achievement was taken into account, and in the majority of cases personality and motivation as well as foreign language proficiency were also taken into consideration. Active preparation for the study period abroad was reported to be a selection criterion at about one third of the departments selecting systematically. Systematic selection was most frequently reported by Spanish, Greek, Italian and Portuguese local directors, i.e. from those countries where ERASMUS students are awarded the highest grants.

About three quarters of the courses ERASMUS students took abroad were taught, according to the local directors, in the host country language, and about half of the remaining courses each in the home country language and in a third country language. ERASMUS students at 65 percent of all the partners of the ICP were exclusively taught in the host country language, at 26 percent partially in the host country language, and only at 9 percent in other languages. Altogether, 40 percent of instruction was provided in English, 22 percent in French, 17 percent in German, 8 percent in Spanish, 7 percent in Italian, and 6 percent in the remaining languages. On one hand, English was the language for 98 percent of the instruction offered by the Irish and British partner departments. On the other hand, Danish was the language of instruction for only 19 percent of ERASMUS students spending the study period abroad in the Denmark.

Foreign language preparatory courses were provided by 62 percent of the partner departments and institutions for students prior to the study period abroad, and by about half of the partners for incoming ERASMUS students. More than 60 hours of language training were offered on average in those cases.

Preparatory assistance, guidance and advice were provided by more than three quarters of all ICPs sending students abroad with regard to studying in the host country. About two-thirds each named assistance and advice regarding academic matters in general, registration and course selection abroad as well as financial issues. As regards incoming students, about 80 percent of hosting departments each offered assistance and advice referring to accommodation, registration and course selection as well as academic matters in general. Most assistance was provided to incoming students in business studies. As regards the host country, Danish and German departments provided the broadest range of considerable assistance and advice, while Greek departments provided least.

At 36 percent of the partner institutions or departments, previous ERASMUS students played a role in advising the next generations of students. In 24 percent of the cases, host ERASMUS students were instrumental in advising future (home) ERASMUS students.

As regards accommodation, 63 percent of the partners provided rooms in halls of residence to all or some students while 18 percent arranged room swaps between incoming and outgoing students. The majority of partners provided rooms for incoming students, and less than 20 percent left the search, at most supported by information, completely to the incoming ERASMUS students.

At 13 percent of the partners addressed in the survey, study abroad is mandatory for all, and at 5 percent mandatory for some fields or sub-areas of specialization. Study abroad was most often mandatory at British departments involved in ICPs.

More than half of the local directors reported that their students took more or less the same course load abroad as host students, while 20 percent stated a lower load and 4 percent a higher load. In addition, 20 percent reported some restriction of course selection and 11 percent stated that their students took courses abroad which were provided for the home institution students of earlier years of study. In 17 percent of the cases, special courses for foreign students were offered. Finally, at 26 percent of the departments, ERASMUS students spent more time on individual study than home students.

Eight percent of the local directors of departments or institutions sending students abroad reported the practice of awarding a double degree (i.e. at the home and the host institution), 9 percent a joint degree, and more than 50 percent an attestation in the degree document or in other ways. Only 30 percent had no formal certification of the study period abroad. Formal certification was least common at German and Portuguese departments. A double degree was relatively frequent at French partner institutions, and a joint certificate between Greek and Belgian partners.

Most of these academic and administrative arrangements abroad were less frequently reported by 1991/92 ICP local directors than by 1989/90 ICP coordinators. This seems to be due to the fact that some ICP coordinators reported the practice prevailing at the more active partners of the ICP. Therefore, the ICP local directors' survey obviously provides a more realistic picture of the academic and administrative arrangements provided on average at the departments and institutions involved.

7.6 Achievements and Problems

Serious academic problems of incoming ERASMUS students were observed by 15 percent of the ICP local directors of receiving departments and institutions as regards taking examinations in a foreign language, and by 14 percent as regards coping with courses in a foreign language; 12 percent stated problems regarding the differences in teaching and learning methods, 9 percent regarding the class and group size while 10 percent perceived problems due to too high academic level of courses (and two percent due to too low academic level of courses). Finally, only 6 percent stated problems regarding recognition and credit transfer. In respect to their own outgoing ERASMUS students abroad, local directors tend to believe that problems are considerably fewer than for incoming ERASMUS students from partner departments and institutions.

On average across the six problems, the level of problems perceived by local ICP directors regarding incoming students corresponded to that stated by ICP

coordinators two years earlier, although 1989/90 ICP coordinators had more frequently expressed concern about examinations in a foreign language and less concern about a too high academic level. 1990/91 ERASMUS students stated problems due to a too high academic level far less frequently, but mentioned problems regarding recognition far more often.

Least academic problems were perceived by ICP local directors regarding ERASMUS students going to Ireland and the United Kingdom. Most problems were perceived in respect to British and Irish students going abroad.

Achievement abroad was accepted as a complete package not requiring further assessment anymore in only 25 percent of the departments. In most cases, students were offered recognition on the basis of assessment of individual courses successfully completed abroad as well as some kind of additional comprehensive assessment based on tests, written work or oral examination.

Ten percent of the local directors perceived incoming ERASMUS students' academic performance as better than their home students' and 20 percent as worse, while 70 percent perceived about the same level. German, Belgian and Dutch students were rated highest in this respect and British as well as Irish students lowest.

According to the 1991/92 ICP local directors, the home institutions recognized 91 percent of successful study abroad. Recognized achievements corresponded to about 93 percent or slightly more of study typically undertaken during a similar period at home, and the prolongation of the overall course of study due to the study period abroad was expected to amount to 12 percent of the duration of the study period abroad. Recognition according to two of these three criteria was higher than perceived by 1989/90 ICP coordinators. According to both the 1998/89 and 1990/91 ERASMUS students, ICP coordinators and ICP local directors tend to underestimate grossly the problems of recognition and the prolongation students have to face due to the study period abroad.

More than three quarters of the local directors reported that the involvement of their department or institution in the ERASMUS programme led to some form of spin-off. For example, 37 percent stated that cooperation regarding student mobility stimulated research cooperation, and in 34 percent of the cases staff exchange had been implemented for teaching purposes. Fewer 1991/92 ICP local directors named the various kinds of spin-offs than 1989/90 ICP coordinators did.

Whereas the local directors, i.e. the persons in charge of the ERASMUS student mobility at the individual partner departments, reported fewer academic and administrative arrangements for supporting the study period abroad than ICP coordinators did two years earlier, their assessment of the problems and outcomes was not less favourable on average. Local directors stated fewer spin-

offs. about the same level of academic problems for students while studying abroad, and an even higher degree of recognition.

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(in English cf. Monograph No. 17)

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19. ERASMUS Student Mobility Programmes 1991/92 in the View of the Local Directors

F. Maiworm and U. Teichler

Werkstattberichte, 46 Wissenschaftliches Zentrum für Berufs- und
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Contact: Prof. Ulrich TEICHLER, cf. Monograph No. 1

In 1991/92, the fifth year of the ERASMUS Programme, about 2.700 ICP local directors, i. e. the persons in charge of ERASMUS-related activities at the individual partner departments of Inter-University Cooperation Programmes, were surveyed. The study focuses on the structure and the management of the programme, the interaction between the partners, the administrative and academic provisions for students, and the achievements and problems of student exchange.

1991/92, im fünften Jahr des ERASMUS-Programms, wurden ca. 2.700 Direktoren von Hochschulkooperations-Programmen schriftlich befragt - die Personen, die an den Fachbereichen für alle zentralen Aufgaben des ERASMUS Programms verantwortlich sind. Die Studie behandelt vor allem das Management des Programms, die Strukturen der Zusammenarbeit zwischen den Partnerhochschulen bzw. -fachbereichen, die verwaltungstechnische und inhaltliche Organisation des Studentenaustausches sowie dessen Erträge bzw. Probleme für die Studierenden.

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