



ERASMUS Monographs No. 22

Friedhelm Maiworm
Winnetou Sosa
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**The Context of ERASMUS:
A Survey of Institutional Management and
Infrastructure in Support of Mobility and
Co-operation**

Werkstattberichte 49



Wissenschaft-
liches Zentrum
für Berufs- und
Hochschul-
forschung der Universität
Gesamthochschule Kassel



Reihe WERKSTATTBERICHTE



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Kassel 1996

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Preface

The European Community Action Scheme for the Mobility of University Students (ERASMUS), established by the Council Decision of 15 June 1987, became one part of the new EC programme in the field of education, SOCRATES, as of 14 March 1995. While ERASMUS focuses on higher education Socrates taken as a whole aims to provide opportunities for co-operation in every area of educational provision. Its general aim is, through co-operation, to contribute to developing the quality of European education at all levels. SOCRATES comprises ERASMUS, COMENIUS (for school-level education), LINGUA (promotion of language learning), Open and Distance Learning, Adult Education, plus various activities concerned with the exchange of information and experience.

ERASMUS is open to all types of higher education and all subject areas, and aims to promote wide-ranging institutional co-operation for activities related to teaching. It is mainly known for its student mobility programmes, which offer university students a chance to undertake a substantial period of study (3-12 months) in another EU Member State and have that study fully recognised by the home institution as an integral part of their degree. Under SOCRATES, it supports a number of different activities, broadly divided into 'mobility' actions (for students and staff) and 'curricular actions' (including the development of new courses, intensive programmes and measures to ease cross-border recognition through use of the European Credit Transfer System of ECTS), the latter extending the benefits of European co-operation to a wider audience than those able to take advantage of mobility programmes. Student mobility, nevertheless, remains an important component.

ERASMUS activities have evolved to take account of the changing environment as well as feedback from participants over the years. Two new developments deserve particular mention: one is the encouragement, through Thematic Network Projects, to academics to examine the future directions for university studies in Europe, and the other is the move to increase the institutional support given to European co-operation activities through the introduction of a so-called 'institutional contract'. It is this last change that has largely motivated the present study.

The role of the institution in supporting subject-based inter-university co-operation activities is crucial, not least in the area of the academic recognition of studies undertaken abroad, yet higher education institutions across Europe come in a number of different shapes and sizes, with varying structures, means of organisation, and priorities. This study provides an excellent basis for understanding the current institutional context in which ERASMUS activity under SOCRATES

must take place, and informs the reader, in a non-prescriptive way, of the conditions under which co-operation currently flourishes.

Interesting studies on ERASMUS form part of the ERASMUS Monograph series. The series listing appears elsewhere in the current volume. The information contained in the present study does not necessarily reflect either the position or views of the European Commission.

Objectives and Methods of the Survey

1.1 The Changing Role of Mobility and Co-operation

Student mobility and co-operation between institutions of higher education are not new phenomena: experts emphasise, for example, that mobility of students was a matter of course at medieval universities. In the 20th century, when travel over long distances became much easier, talented, wealthy and adventurous students decided to study abroad for some period or all of their course programmes. Notably, large numbers of students from developing countries went to richer countries offering high quality higher education in order to enhance their academic and career opportunities. In addition, temporary study abroad became a popular mode in student exchange between industrialised societies.

Current debates in Europe focus on a specific kind of student mobility which might be called "organised" or "integrated" study abroad: institutions of higher education themselves take the initiative to send their students abroad for some period of study, help them and the incoming students administratively, academically, linguistically and socially to spend a valuable period abroad, and eventually ensure that study achievements abroad are recognised upon return or even conceive a study period abroad as an integral part of a course programme of the home institution.

The idea to increase opportunities of temporary study abroad got momentum in the 1970s. When concerns grew that the proportion of students going abroad might decline in the process of higher education expansion and its social opening, efforts were made in some European countries to promote temporary study abroad. When the European Community stepped up its involvement in higher education during the 1970s, promotion of temporary study abroad was viewed as an important means to foster mutual understanding and co-operation in higher education in general, to reinforce the development of skills increasingly needed in

the process of European co-operation and integration, and to promote and ease professional mobility within Europe. The so-called Joint Study Programme (JSP), established in 1976 and phased out in 1986, provided institutional support for networks of departments exchanging students for periods of mostly up to one year.

In 1987, the Commission of the European Communities inaugurated the European Community Action Scheme for the Mobility of Students (ERASMUS). This eventually became the largest scheme of promoting temporary study abroad with altogether almost 200,000 students within seven years receiving supplementary grants which aimed to bear the additional costs for studying for a period in another European country. The grants were predominantly awarded to students taking part in Inter-University Co-operation Programmes (ICPs), where two or more departments from institutions of higher education of different European countries co-operate in the provision for regular exchange of students. The ICPs were also awarded support for part of the institutional costs incurred.

The means of supporting student exchange and the scope of support widened over the years from the inauguration of ERASMUS until 1993, i.e. the year in which the survey summarised here was undertaken. In 1989, the European Community Course Credits Transfer System (ECTS) was introduced as a pilot scheme stimulating a common way of counting achievement in 60 credits per year and promoting networks in which any conceivable mobility would be mutually recognised. Since 1990/91, students in foreign language studies and respective departments have the opportunity of being awarded support for similar purposes in the framework of the so-called Action II of the LINGUA programme. Since the academic year 1992/93, the EFTA countries (Austria, Finland, Iceland, Liechtenstein, Norway, Sweden and Switzerland) were included in the mobility and co-operation activities of ERASMUS.

ERASMUS, in addition, promoted co-operation in higher education in various ways. Support is provided for short study visits of academic and administrative staff, for co-operation in matters of curriculum development, teaching staff exchange and intensive programmes, for co-operation of national agencies in charge of information and recognition of study achievements and degrees abroad, for associations, publications etc. relevant for co-operation and the European dimension of higher education.

1.2 The Institutional Role of Department-based Co-operation and Mobility

ERASMUS is a department-based programme. Students are supported, as a rule, if they are mobile in the framework of networks of departments aiming to raise the success of mobility through various ways and means of co-operation. This is in

contrast to the idea of institution-based student exchange managed by central offices for international exchange as the dominating model in the US. An evaluation study undertaken in the 1980s came to the conclusion that institution-based exchange activities are more likely to underscore organisational efficiency and cross-disciplinary academic as well as cultural objectives, while department-based exchange activities are more likely to seek for curricular integration of study abroad, for academic achievement during the study period abroad as possibly to consider the career implication of study in another country.¹ As the promotion of a European dimension in curricula, of academic co-operation, of recognition of study abroad and the ease of professional mobility are inherent goals associated with ERASMUS, the departmental thrust is likely to be the most successful one.

This does not mean, however, that ERASMUS is solely linked to the departmental level of higher education. The institutional level, i.e. the decision-making, administration and infrastructure on the central level of the whole institution of higher education, came into play from the inauguration of the ERASMUS programme and is intended to play an increasing role in SOCRATES, the programme beginning its operation in 1995 as an umbrella for various educational measures of the European Union, including the continuation of the ERASMUS student mobility scheme.

From the inauguration of ERASMUS, the officials in charge of the financial administration at the institutions of higher education involved were expected to co-sign the applications to both ensure general institutional support and sound financial operations. Indeed, co-operation and mobility the way they were envisaged in ERASMUS are more likely to succeed, if they rely on various kinds of administrative and infrastructural support. The international offices, which exist at the majority of European institutions of higher education, were the natural partners of academics and possibly administrators in charge of ERASMUS in the departments. Language centres, where available, were bound to be involved in co-operation and mobility activities in the framework of ERASMUS and LINGUA.

Over the last few years, debates have focused on the administrative shortcomings of the ERASMUS-programme, namely difficulties of ensuring timely award and financial support and the relatively time-consuming administrative procedures in comparison to the relatively small amount of support involved for each beneficiary. Contrary proposals gained momentum and eventually were incorporated into the new SOCRATES which seeks to channel the financial support to the institutions and departments, no longer through the networks of departments, but through contracts between the Commission and the respective universities, where

1 Ulrich Teichler and Wolfgang Steube, "The Logics of Study Abroad Programmes and Their Impacts", *Higher Education*, vol. 21, no. 3, 1991, pp. 325-349.

the basic structure of ICPs as major channels of co-operation is supposed to be upheld.

At various institutions of higher education, efforts were undertaken in recent years to support and to co-ordinate the international activities in a more systematic manner. European and international co-operation activities, notably those of exchange of information and co-operation between academics, tend to be decentralised in their character and more infrequent and varying than continuous and targeted to a few major partners. The increasing magnitude, the need for more systematic and costly support and the visible opportunities of international co-operation, however, led a considerable number of institutions to consider and eventually implement a strategy of Europeanisation and internationalisation.

Also and finally, the European Union aims to step up support for the promotion of an European dimension of higher education also by other means than the prime emphasis on student mobility. If the aim is to provide instruction for non-mobile students in addition to the major role played by mobility, new possible roles and functions of the decision-makers, the administration and of the infrastructure on institutional level are naturally on the agenda.

1.3 Aims and Contents of this Study

The ERASMUS programme has been accompanied by various evaluation and monitoring studies in order to make all actors involved aware of the broad range of experiences gained as well as to stimulate thought about possible means of improvement. Notably the European Commission supported the collection of basic information of the various activities and also commissioned surveys gathering experiences from the various groups of actors and beneficiaries. The Centre for Research on Higher Education and Work was entrusted a seven-year programme of about 20 studies. Up to now, the views of students shortly after return from the study abroad period and some years later after their transition to employment, those of the ICP-coordinators and local directors at the individual departments and those of the mobile teaching staff were the only data analysed.

This study aims to take a considerable step further in rounding up information on ERASMUS and LINGUA related activities by addressing those in charge of European co-operation and mobility at the institutional level of higher education institutions. The 'Survey on the Institutional Management for Co-operation 1992/93' addresses two major themes:

- firstly, it gives an account of the various European and international, primarily teaching and learning-related activities and the place ERASMUS and LINGUA have in this framework: about the range of programmes the institutions participate in, the number of staff and students going to or coming from other

countries, the participation in the ERASMUS and LINGUA programmes, and notably some basic information on change over time in those respects, etc.; and - secondly, it aims to explore the managerial, administrative and infrastructural support for co-operation and mobility, and notably ERASMUS and LINGUA, as well as the role the institution itself - at the highest level - level plays in this context: for example, about policies of supporting mobility and co-operation, language training provisions and teaching of courses in foreign languages, the relative weight of the central and departmental level in deciding upon, as well as running the daily affairs of co-operation and mobility, and the role the various actors play in administering ERASMUS and LINGUA.

An account of basic information on the institutions surveyed is a matter of course in such a study in mapping the international activities and the related managerial, administrative and infrastructural support. Information was gathered on the type of institution, its country, its size in terms of the number of students and teaching staff as well as the number and range of fields of study involved.

These three areas of information are, of course, not surveyed in order to be looked at in isolation. Rather, such a survey provides the opportunity to ask: are certain European and international activities more likely to be found in certain institutional settings? Are certain managerial styles and certain ways of support regarding international activities more frequent in connection with certain international activities?

One should bear in mind that a survey asking persons at the institutional level to provide corresponding information cannot provide clear evidence of causal relations, though exaggerated interpretations of that kind are tempting. In most cases, we cannot establish firmly whether the growth of student exchange triggered off certain managerial policies and the establishment of infrastructures serving mobility and co-operation or whether, conversely, those policies and infrastructure were instrumental for student and staff mobility.

1.4 Methods Employed

A questionnaire survey was undertaken in order to analyse European and international activities at institutions of higher education participating in the ERASMUS and LINGUA programmes as well as the managerial, administrative and infrastructural support the institutions provided for co-operation and mobility. The twelve-pages, predominantly structured questionnaire comprised 29 questions with altogether about 600 variables. As in the case of previous surveys, the original questionnaire was developed in English and subsequently translated into all other eight official EU languages.

The questionnaire was sent to the rectors (presidents, vice-chancellors, principals, etc.) of the respective institutions. The rectors were expected to contact the units and persons most suitable to answer the respective questions, since some questions might be best answered by persons in charge of regular administrative, others by staff specialised on international relations and others by the rectors themselves.

All institutions which were awarded any support for student mobility and related co-operation in the framework of the ERASMUS and LINGUA (Action II) programmes in the academic year 1992/93 were asked to respond to the questionnaire. Altogether 1,361 institutions were named as possible candidates according to the award decisions and, eventually, 1,347 institutions were sent a questionnaire. Since EFTA countries joined the ERASMUS programme in 1992/93, they were included in the survey.

The first questionnaire was sent in March 1994. A reminder letter was sent in May 1994 to all institutions of higher education which had not returned the questionnaire within eight weeks. Actually, 25 questionnaires were returned because the addresses were invalid or the envisaged ERASMUS and LINGUA activities did not take place. Thus, the number of valid addresses, i.e. the population of the survey, was reduced to 1,322. Within 20 weeks after the first mailing, altogether 698 institutions of higher education had responded to the questionnaire. The return rate, thus, was about 53 percent (see Table 1.1). The return rate might be considered satisfactory, though it is lower and more dispersed by country than in the case of the ERASMUS student surveys undertaken by the Kassel Centre.

It should be noted that the tables and graphs do not provide distinct information on responding institutions from Liechtenstein, Iceland and Luxembourg or on the European institution of higher education which responded, because information on individual institutions would neither be justifiable in respect to data protection nor allow any statistical analysis. The four respective institutions are, however, included in the data set.

Formal checks of the responses and the coding of open questions was taken care of by the research team with the help of students from various European countries. The data processing and the statistical analysis took place on the UNIX computer of the University of Kassel using the programme package SPSS-5.0 for the statistical analysis and the provision of the tables. 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, Winnetou Sosa and Professor Ulrich Teichler, the head of the research team, carried out the study and wrote this report. Formal checks of the responses, the coding of open questions, help in the analysis and the data processing were done by Skarlatos Antoniadis, Angela Antona, Anna Gerdes, 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 eased by substantial support from the Task Force Human Resources, Education, Training and Youth, the predecessor of DG XXII, and from the ERASMUS Bureau. Many experts in charge of academic or administrative aspects of the ERASMUS programme in various member states of the European Union provided valuable advice and support at all stages of the project.



Profile of the Institutions

2.1 Information About the Respondents

This chapter provides a basic profile of the ERASMUS and LINGUA supported institutions of higher education. The institutional type, the student population, the number of academic staff employed as well as the institution's range of offered course programmes are the most commonly employed data in order to characterise institutions of higher education.

It should be noted, though, that complete information of that kind could be traced, in principle, on the basis of the directories of institutions receiving ERASMUS and LINGUA support and of handbooks informing about institutions of higher education and their students, staff and departments. In comparison to this kind of information, the respective data of this survey presented here would only serve to inform about the profile of the respondents as well as to give evidence about the extent to which the responding institution is representative to the target group of all institutions of higher education supported by the ERASMUS and LINGUA II programme in 1992/93.

However, data in the respective handbooks are not always complete and clear, the data presented here might be taken in some respects as approximations of the profile of all institutions of higher education supported by the European Union in the framework of its ERASMUS and LINGUA II programmes.

2.2 Countries Participating

Of the 698 institutions of higher education responding, 198 (28 percent) were located in France. As the number of responses stated in Table 2.1 (cf. below) show, the respective figures were 117 institutions (17 percent) in Germany and 78

(11 percent) in the United Kingdom. 249 institutions (36 percent) were located in other EU countries and 55 (8 percent) in EFTA countries (one of the institutions responding is a supra-national European institution).

Table 2.1
Number of Higher Education Institutions in EU and EFTA Countries Eligible for ERASMUS Support, Approved for Support in the Framework of ICPs in 1992/93, and Responding to the Questionnaire

Country	(1) Eligible	(2) Approved for support	(3) Percent 2/1	(4) Respondents	(5) Percent 4/1
B	421	100	23.8	66	15.6
D	357	186	52.1	117	32.7
DK	221	56	25.3	37	26.3
E	76	55	72.4	20	26.3
F	1963	369	188	198	10.0
G	65	26	40.0	9	13.8
I	117	72	61.5	26	22.2
IRL	67	31	46.3	11	16.4
LUX	6	2	33.3	1	16.6
NL	369	88	23.8	37	10.0
P	191	67	35.1	29	15.1
UK	485	197	40.6	78	16.0
EUR	2	2	100.0	1	(50.0)
A	57	20	35.1	12	21.0
CH	132	14	10.6	11	8.3
FL	3	1	33.3	1	(33.3)
IS	13	2	15.4	1	7.7
N	154	19	12.3	7	4.5
S	73	25	34.2	12	16.4
SF	282	29	10.3	21	7.4
Total	5054	1361	26.9	698	13.8

The high proportion of French and also of Belgian, Danish and Portuguese institutions included in this survey as compared to the proportion of ERASMUS students from these countries is primarily due to the fact that the number of institutions with a small student population is relatively large. Other factors, such as differences in the return rates and different proportions of students participating in ERASMUS, play only a secondary role in this context.

As Table 2.1 shows, only 27 percent of all institutions of higher education in EU and EFTA countries received ERASMUS support in 1992/93, and only 14 percent answered this questionnaire. It should be noted, though, that most of the institutions not awarded ERASMUS support and hence not answering to the questionnaire were very small in terms of student numbers. Actually, the 14 percent of the institutions of higher education responding accounted for about 60 percent of students from EU and EFTA countries.

The varying numbers of institutions per country served to highlight the different sizes of the institutions. A large number of small institutions can be found in Finland, France, Belgium and Norway while, on the other hand, very high average numbers of students per institution were found in Spain and Italy.

2.3 Type of Institution

Altogether, 63 percent of the institutions participating in the ERASMUS programme responding to this survey are categorised here as universities and 37 percent as non-university institutions of higher education. The largest proportion of non-university institutions among all institutions of the respective country participating in ERASMUS can be observed, according to this survey, in the Netherlands (78 percent) and Belgium. Also, as Table 2.2 shows, more than half of the Portuguese and the few Greek institutions responding were from this sector.

As there is no generally agreed upon definition, we might briefly list the definitions of non-university institution employed here:

- Belgium: institutions offering only short courses,
- Germany: Fachhochschulen,
- Denmark: not universities or højere læreanstalter,
- France: Instituts Universitaires de Technologie, Sections des Techniciens Supérieurs,
- Greece: Anotati Scholi Kalon Technon, Technologika Ekpaideftika Idrimata,
- Ireland: Regional Technical Colleges, Colleges of Technology and Colleges of Education, when not associated with an university,
- Netherlands: Hogescholen (HBO),
- Portugal: Instituto Superior Politécnico,
- United Kingdom: Higher Education Colleges, Further Education Colleges, etc.,

- Austria: Fachhochschulen,
- Switzerland: Höhere Fachhochschulen / Ecole Supérieure Spécialisée,
- Norway: Distrikt høyskoler, other colleges without research function,
- Sweden: Högskola (grundutbildning),
- Finland: Ammattikorkeakoulu / Yrkeshögskola.

In Spain and Italy, only universities are included in the survey.

Table 2.2
Type of Higher Education Institution Among ERASMUS and LINGUA Supported Institutions, by Country (percent)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
University	36	44	92	100	76	44	100	73	22
Non-university	64	56	8	0	24	56	0	27	78
Total	100	100	100	100	100	100	100	100	100
(n)	(66)	(117)	(37)	(20)	(198)	(9)	(29)	(11)	(37)
	P	UK	A	CH	N	S	SF	Total	
University	45	64	75	73	57	75	62	63	
Non-university	55	36	25	27	43	25	38	37	
Total	100	100	100	100	100	100	100	100	
(n)	(29)	(78)	(12)	(11)	(7)	(12)	(21)	(694)	

Question 1.1: Please state the type of your higher education institution.

2.4 Student Population

The average number of students at the ERASMUS and LINGUA supported institutions of higher education was 6,865 students. It should be noted that the question as asked in the survey refers to the overall number of students, i.e. irrespective of full-time or part-time enrolment. This measure was viewed as appropriate, because the number of full-time equivalents is calculated in only some of the countries included.

Table 2.3
Number of Students per Institution Enrolled in the Academic Year 1992/93,
by Country of Institution of Higher Education (percent and mean of institutions
of higher education)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
Up to 500	25	5	39	5	35	13	14	18	11
501 -2,000	60	19	36	10	42	0	7	0	29
2,001 -5,000	9	30	6	5	5	0	7	36	26
5,001 - 10,000	2	19	14	5	4	25	11	36	17
10,001 - 20,000	2	15	6	40	7	50	25	9	14
More than 20,000	3	12	0	35	8	13	36	0	3
Total	100	100	100	100	100	100	100	100	100
(n)	(65)	(113)	(36)	(20)	(195)	(8)	(28)	(11)	(35)
Mean	2124	8565	2594	24049	4138	18737	27731	4446	5368

	P	UK	A	CH	N	S	SF	Other	Total
	Up to 500	15	9	8	20	14	9	19	100
501 -2,000	37	26	33	0	29	9	29	0	31
2,001 -5,000	19	16	8	20	29	18	19	0	14
5,001 - 10,000	22	29	8	30	14	36	14	0	13
10,001 - 20,000	7	18	17	20	14	9	14	0	12
More than 20,000	0	1	25	10	0	18	5	0	9
Total	100	100	100	100	100	100	100	100	100
(n)	(27)	(76)	(12)	(10)	(7)	(11)	(21)	(4)	(679)
Mean	4290	6109	10306	7563	4185	8656	5045	349	6865

Question 1.2: Please state the overall number of students (full-time and part-time) enrolled at your institution in the academic year 1992/93

As Table 2.3 shows, slightly more than half of the institutions had at most 2,000 students. At the same time, the institutions accommodating more than 20,000 students comprised 9 percent of all respondents.

Small institutions were most frequent among Belgian, French and Danish institutions participating in ERASMUS and responding to this questionnaire survey. On the other hand, large institutions dominated among ERASMUS supported ones in Spain, Italy and Greece. While the average institution of higher education in Belgium granted ERASMUS-support had little more than 2,000 students, the average Italian university had more than 27,000 students. Beside Italian, Spanish and Greek institutions, the Swiss, German, Swedish and Austrian institutions tended to be larger than the European average.

As for higher education systems in Europe in general, universities tend to be larger than non-university institutions of higher education, for example 14 percent of the universities, but none of the other institutions reported a student population of more than 20,000. At the same time, as Table 2.4 shows, 66 percent of non-university institutions, in comparison to 43 percent of universities had at most 2,000 students enrolled.

As will be demonstrated in detail below, the size of the institutions reflects the number and the range of fields of study offered.

Table 2.4
Number of Students per Institution Enrolled at ERASMUS and LINGUA Supported Institutions in the Academic Year 1992/93, by Type of Institution of Higher Education (percent)

	Type of institution of higher education		
	University	Non-university	Total
Up to 500	19	22	20
501 -2,000	24	44	31
2,001 -5,000	9	22	14
5,001 - 10,000	16	9	13
10,001 - 20,000	17	4	12
More than 20,000	14	0	9
Total	100	100	100
(n)	(425)	(250)	(675)

Question 1.2: Please state the overall number of students (full-time and part-time) enrolled at your institution in the academic year 1992/93

2.5 Academic Staff

On average, the ERASMUS and LINGUA supported institutions of higher education surveyed have 420 academic staff members. The question as asked addresses the number of full-time equivalents.

The academic staff number varied by country, as Table 2.5 shows, from 120 on average in Denmark and 185 in Ireland to more than 1,000 in Sweden, Spain and Switzerland.

Table 2.5
Average Number of Academic Staff at ERASMUS and LINGUA Supported Institutions in 1992/93, by Country of Institution of Higher Education (mean)

	Country									
	B	D	DK	E	F	G	I	IRL	NL	
Mean	255	559	120	1288	234	557	727	185	499	
(n)	(63)	(105)	(35)	(20)	(175)	(8)	(28)	(11)	(33)	
	P	UK	A	CH	N	S	SF	Other	Total	
Mean	361	402	547	1172	403	1336	317	39	420	
(n)	(27)	(74)	(10)	(10)	(6)	(11)	(21)	(4)	(641)	

Question 1.3: Please state the number of academic staff at your institution in 1992/93: (Please calculate in full-time equivalents)

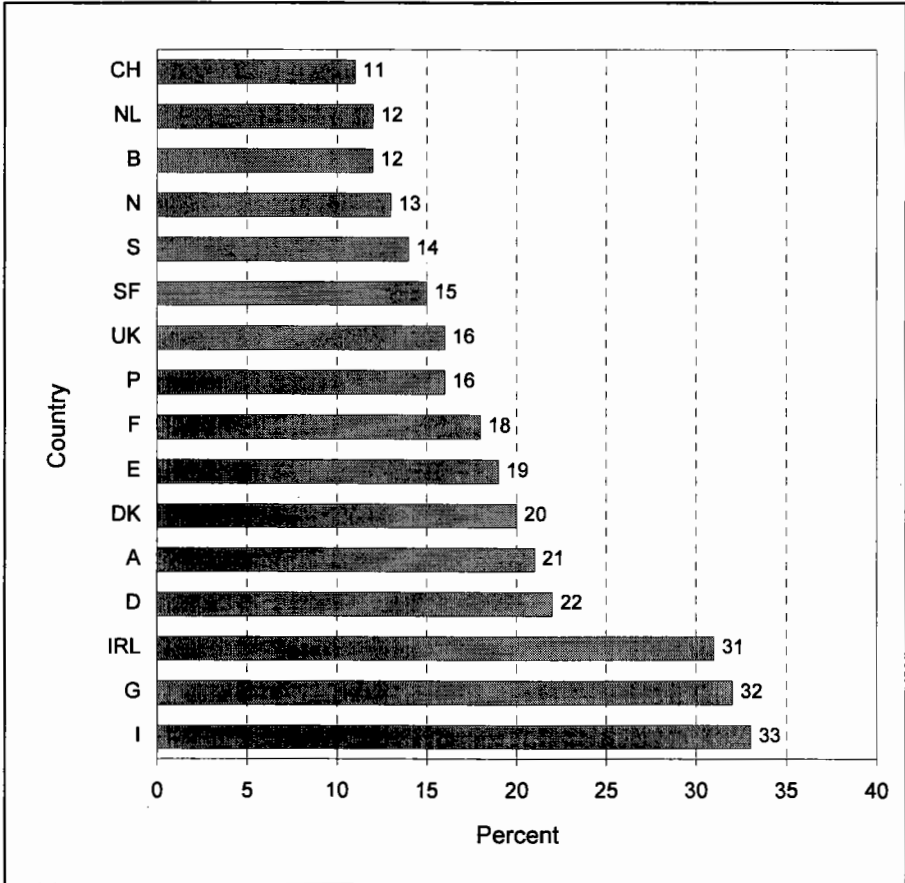
The number of academic staff, of course, reflects the number of students, and thus, also the type of higher education institution and the range as well as the number of fields of study offered. There are, however, in addition substantial differences by country, as shown in Chart 2.1:

- smallest student/academic staff ratios might be noted among ERASMUS and LINGUA supported institutions in Switzerland (11.3) the Netherlands (11.8), Belgium (12.3), Norway (13.1), and Sweden (14.0);
- a substantial number of countries were about average or somewhat higher. As Table 2.5 shows, this ranged from 14.9 in Finland to 22.1 in Germany; and
- in three countries, the student-staff ratio was exceptionally high among the institutions surveyed: Italy (32.8), Greece (32.4) and Ireland (30.5).

The student-staff ratio at ERASMUS and LINGUA supported universities hardly differed from that of participating non-university higher education institutions.

According to those responding to the survey, the ratios were 18.6 and 17.6 respectively across all countries.

Chart 2.1
Student - Academic Staff Ratio at ERASMUS and LINGUA Supported Institutions, by Country of Institution of Higher Education (mean of percent)



Question: 1.2 Please state the overall number of students (full-time and part-time) enrolled at your institution in the academic year 1992/93.

Question: 1.3 Please state the overall number of academic staff at your institution in 1992/93 (please calculate in full-time equivalents).

2.6 Disciplinary Profile and Course Programmes Offered

More than half of the ERASMUS and LINGUA supported institutions of higher education had a broad range of subjects and might be called "general". This is defined here as covering both, on one hand, the subjects of humanities and social sciences and, on the other hand, the subjects of sciences and engineering. As Table 2.6 shows, 26 percent of the institutions offered only courses in the humanities and social sciences, and 20 percent only in scientific and engineering fields.

Table 2.6
Subject Areas Represented at ERASMUS and LINGUA Supported Institution of Higher Education, by Country (percent)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
General (hum./soc. sc. and nat. sc./engin.)	27	72	25	89	38	78	66	73	53
Humanities/social sc.	41	12	44	11	28	11	24	27	39
Nat. sc./engineering	32	9	31	0	34	11	7	0	8
Other	0	7	0	0	0	0	3	0	0
Total	100	100	100	100	100	100	100	100	100
(n)	(66)	(117)	(36)	(19)	(198)	(9)	(29)	(11)	(36)
	P	UK	A	CH	N	S	SF	Other	Total
General (hum./soc. sc. and nat. sc./engin.)	52	77	42	64	43	73	52	0	53
Humanities/social sc.	34	18	33	18	43	9	29	25	26
Nat. sc./engineering	14	5	25	9	14	9	19	75	20
Other	0	0	0	9	0	9	0	0	2
Total	100	100	100	100	100	100	100	100	100
(n)	(29)	(78)	(12)	(11)	(7)	(11)	(21)	(4)	(694)

Question 1.4: Please fill in the chart below, which refers to several aspects of the disciplinary profile of your institution in 1992/93 (multiple reply possible). In which subject areas were 1992/93 course programmes offered?

Specialised institutions of both kinds were frequent among ERASMUS and LINGUA supported ones in Denmark, Belgium and Austria and, in addition, those specialising in humanities and social sciences in Norway, the Netherlands and Portugal as well as those specialising in sciences and engineering in France.

Altogether, 28 percent of the institutions offering engineering programmes were specialised institutions. Similarly agriculture, architecture, art and design, business studies as well as education and teacher training were frequently offered at specialised institutions (23-20 percent respectively).

Universities slightly more often offer a broad range of subjects - according to the definition chosen here - than non-university institutions of higher education. The respective proportions are 57 percent and 47 percent. A comparatively larger percentage of non-university institutions were specialised in the areas of humanities and social sciences (34 percent) compared to 21 percent of the universities.

More than 80 percent of all ERASMUS and LINGUA supported institutions which were specialised either in the humanities and social sciences or in sciences and engineering had a student population of at most 2,000, as Table 2.7 shows.

Table 2.7
Number of Students per Institution Enrolled at ERASMUS and LINGUA Supported Institutions, by Subject Areas Offered (percent)

	Subject areas offered				Total
	General (hum./ soc. sc. and nat./eng.)	Human./ social sc.	Nat. sc./ engin.	Other	
Up to 500	7	37	36	10	21
501 - 2,000	18	46	42	80	31
2,001 - 5,000	17	11	11	0	14
5,001 - 10,000	22	2	6	10	13
10,001 - 20,000	20	3	4	0	12
More than 20,000	16	1	1	0	9
Total	100	100	100	100	100
(n)	(357)	(176)	(133)	(10)	(676)

Question: 1.2 Please state the overall number of students (full-time and part-time) enrolled at your institution in the academic year 1992/93.

The average number of students at these institutions was lower than 2,000 while, in contrast, only 25 percent of the institutions with a general subject profile had such a small number of students. More than a third of the latter institutions reported student numbers between 2,000 and 10,000 as well as more than 10,000. The average student population in these general institutions amounted to more than 11,000 students.

Table 2.8
Course Programmes Offered, by Country (percent of institutions of higher education)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
Agricultural sciences	15	16	3	35	9	11	34	9	5
Architecture/urban and regional planning	18	36	11	30	13	33	21	18	22
Art and design	5	33	16	20	11	33	28	45	22
Business studies/ management sciences	39	69	19	85	44	78	66	64	43
Education/teacher training	33	31	32	80	16	11	28	18	38
Engineering/technology	27	62	32	70	51	56	48	64	35
Geography/geology	8	24	5	65	17	22	45	9	11
Humanities	6	25	16	75	20	11	52	55	14
Languages/philological sciences	29	26	24	75	19	22	66	27	16
Law	11	19	5	75	18	11	52	9	11
Mathematics/informatics	20	50	14	75	30	67	55	45	19
Medical sciences	26	15	8	70	12	44	52	9	24
Natural sciences	18	31	19	65	20	33	55	45	14
Social sciences	20	46	22	70	22	33	45	45	46
Communication/ information sciences	14	17	19	35	21	33	28	36	24
Other fields of study	9	28	11	25	6	44	7	18	8
Not ticked	0	0	3	5	0	0	0	0	3
Total	297	529	259	955	327	544	679	518	354
(n)	(66)	(117)	(37)	(20)	(198)	(9)	(29)	(11)	(37)

(continued)

(Table 2.8 cont.)

	P	UK	Country						Other	Total
			A	CH	N	S	SF			
Agricultural sciences	10	23	8	9	0	0	10	0	13	
Architecture/urban and regional planning	7	29	42	27	0	8	10	25	21	
Art and design	28	38	17	9	29	33	19	0	21	
Business studies/management sciences	66	68	33	64	43	75	48	25	54	
Education/teacher training	48	54	58	45	43	67	48	0	33	
Engineering/technology	41	56	33	27	29	58	29	75	48	
Geography/geology	21	42	17	64	29	50	19	0	23	
Humanities	28	59	17	55	43	67	29	25	29	
Languages/philological sciences	41	54	17	64	29	58	38	0	32	
Law	14	40	17	55	29	42	29	25	23	
Mathematics/informatics	52	53	42	73	43	67	43	25	39	
Medical sciences	14	33	8	64	29	25	19	25	22	
Natural sciences	24	55	42	64	29	50	29	0	31	
Social sciences	28	60	25	64	43	58	43	25	37	
Communication/information sciences	28	44	8	55	29	67	24	0	25	
Other fields of study	14	35	25	27	14	33	24	25	17	
Not ticked	0	0	0	0	0	8	0	0	1	
Total	462	744	408	764	457	767	457	275	467	
(n)	(29)	(78)	(12)	(11)	(7)	(12)	(21)	(4)	(698)	

Question 1.4: Please fill in the chart below, which refers to several aspects of the disciplinary profile of your institution in 1992/93 (multiple reply possible). In which subject areas were 1992/93 course programmes offered?

Similarly, more than 70 percent of the ERASMUS and LINGUA supported specialised institutions had up to 100 academic staff members only. The respective proportion among general institutions was only 17 percent, while 46 percent had between 100 and 500, and 38 percent even more than 500 academic staff members.

Among all ERASMUS and LINGUA supported institutions of higher education responding, the number of course programmes taught amounted to 40 on average. Naturally, general institutions provided a much larger number of course programmes (65) than those specialised in the humanities and social sciences (6) and those specialised in sciences and engineering (12). Beyond that, the type of higher education institutions here plays a role. Though the proportion of general universities was not much higher than that among non-university institutions of higher education, the average number of course programmes at universities (58) by far surpassed that at non-university institutions of higher education (17).

Table 2.8 provides an overview of the proportion of fields of study taught by the ERASMUS and LINGUA supported institutions of higher education. Course programmes in business studies (54 percent) as well as in engineering (48 percent) were offered in about half of the institutions included in this survey. Course programmes in mathematics (39 percent), social sciences (37 percent) and education and teacher training (33 percent), foreign language studies (32 percent) and natural sciences (31 percent) were offered by about one-third of the institutions surveyed.

At ERASMUS and LINGUA supported institutions of higher education:

- 23 percent of the students were enrolled in engineering;
- 18 percent in business studies;
- 9 percent in education and teacher training; and
- 7 percent in social sciences.

In contrast, two other fields of study quite visible among ERASMUS students, accounted for relatively small student numbers among all institutions responding (see Table 2.9): foreign language studies (4.5 percent) and law (3.2).

Among students of the fields named above at ERASMUS and LINGUA supported institutions, those enrolled in foreign languages, law and business over-proportionally go abroad with the help of the European programmes. In contrast, engineering students notably comprised a much smaller proportion among ERASMUS students than they do among all students at ERASMUS and LINGUA supported institutions of higher education.

Table 2.9
Proportion of Students Enrolled in Subject Areas at ERASMUS and LINGUA
Supported Institutions of Higher Education, by Country (mean of percent-
ages)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
Agricultural sciences	3.8	1.3	3.5	.1	6.1	2.6	1.9	.5	3.2
Architecture/urban and regional planning	8.0	3.5	4.5	.7	5.1	.0	6.0	1.5	3.3
Art and design	2.3	7.4	9.3	.6	2.4	.2	14.5	1.6	12.5
Business studies/ management sciences	17.7	17.2	4.9	14.0	20.3	32.0	15.1	25.9	16.0
Education/teacher training	17.5	7.1	27.5	3.8	3.3	1.6	2.3	1.0	6.2
Engineering/ technology	16.2	30.6	24.0	9.0	33.2	16.4	7.0	19.6	12.3
Geography/geology	.1	.7	.4	2.1	1.2	2.8	1.1	.0	.2
Humanities	.3	3.5	3.7	6.6	2.9	2.6	5.7	17.7	4.3
Languages/philo- logical sciences	10.8	3.1	2.0	11.3	2.0	2.8	11.5	3.6	6.0
Law	1.4	2.4	.0	15.1	3.2	5.2	12.0	.1	2.5
Mathematics/ informatics	2.0	3.7	.5	7.9	4.1	10.0	5.6	1.5	.1
Medical sciences	7.5	1.9	1.5	4.6	3.7	7.4	4.1	1.5	8.2
Natural sciences	3.6	3.4	1.5	8.0	4.8	1.0	2.9	7.3	.0
Social sciences	6.4	5.9	11.8	6.4	4.6	5.2	4.6	13.3	16.5
Communication/ information sciences	1.3	.4	5.0	5.3	2.7	1.0	.7	4.4	6.3
Other fields of study	1.2	8.2	.0	4.7	.7	9.2	4.8	.5	2.4
Total	100	100	100	100	100	100	100	100	100
(n)	(52)	(82)	(22)	(9)	(130)	(5)	(22)	(10)	(25)

(continued)

(Table 2.9 cont.)

	Country								Total
	P	UK	A	CH	N	S	SF	Other	
Agricultural sciences	4.9	4.3	2.2	1.0	.0	.0	.7	.0	3.5
Architecture/urban and regional planning	.2	2.4	7.1	4.1	.0	1.3	.5	5.0	4.1
Art and design	.7	12.3	6.1	.2	16.7	.8	5.9	.0	5.8
Business studies/management sciences	27.4	11.0	12.3	9.1	21.7	30.8	29.2	5.8	17.8
Education/teacher training	17.6	10.0	37.2	1.1	3.2	5.0	7.3	.0	8.7
Engineering/technology	18.0	7.7	11.3	8.9	17.2	23.8	21.1	56.3	22.5
Geography/geology	1.0	2.4	.0	1.2	.3	.8	.4	.0	.9
Humanities	1.9	11.9	3.1	5.0	4.3	3.0	5.4	6.3	4.4
Languages/philological sciences	3.8	4.0	.0	10.1	1.8	3.3	3.9	.0	4.5
Law	3.5	2.0	2.1	7.3	2.0	.3	2.8	7.0	3.2
Mathematics/informatics	4.4	3.3	5.3	5.3	3.2	2.0	2.9	5.0	3.5
Medical sciences	1.4	8.8	1.1	7.0	1.2	1.3	4.4	2.5	4.4
Natural sciences	2.2	5.5	10.2	12.0	1.8	1.3	5.6	.0	4.1
Social sciences	9.3	8.0	1.2	16.1	10.2	1.3	7.3	6.0	7.1
Communication/information sciences	3.2	1.1	.0	.4	2.7	.5	.8	.0	2.1
Other fields of study	.3	5.4	.6	11.3	13.8	25.0	1.7	6.3	3.6
Total	100	100	100	100	100	100	100	100	100
(n)	(22)	(50)	(9)	(9)	(6)	(4)	(19)	(4)	(480)

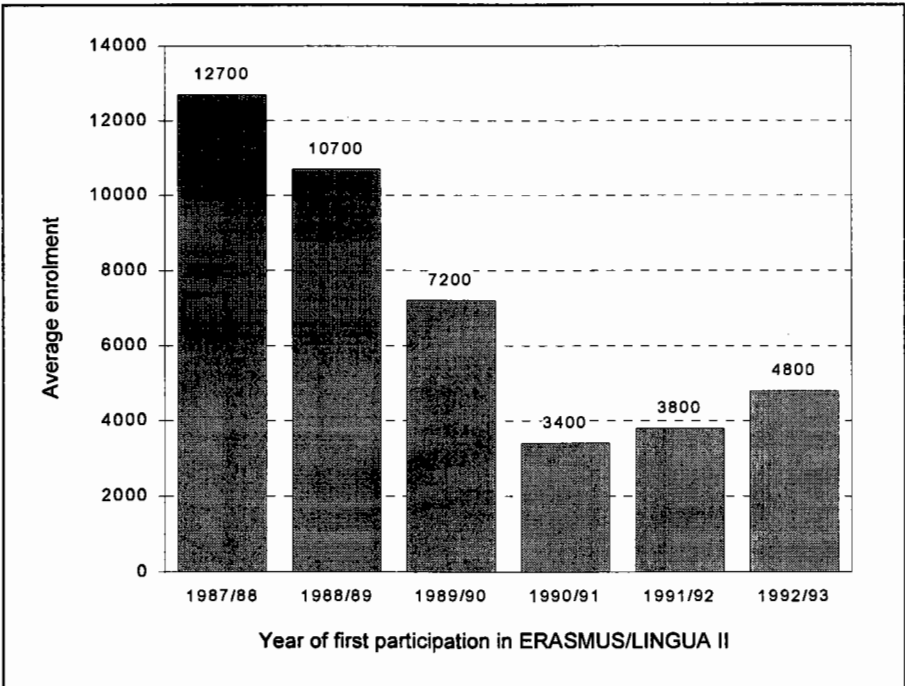
Question 1.4: Please state the percentage of students enrolled in each subject area.

2.7 The Changing Profile

Some institutions got involved in the ERASMUS programme from the beginning at the time of its inauguration (or were already involved in the Joint Study Programme, the predecessor programme) while others started applying for ERASMUS (or possibly LINGUA II) subsequently. Finally, all the 55 institutions of the EFTA countries responding were only eligible in 1992/93. Actually, 639 of the 698 institutions from EU countries responding provided information about the first year they participated in the ERASMUS and possibly LINGUA II programmes. In terms of numbers of institutions, there were slightly more than 100 in the first two years, i.e. the academic years 1987/88 and 1988/89, between 80 and 90 through the subsequent three years (1989/90 through 1991/92), and 163 in 1992/93 (institutions participating for the first time in 1993/94 were not included in this study).

Chart 2.2

Average Enrolment in 1992/93 at Institutions of Higher Education Participating in the ERASMUS and/or LINGUA II Programme, by Year of First Participation in ERASMUS and/or LINGUA II (rounded mean)



In analysing the profile of institutions of higher education of EU countries according to the year of their first participation in the ERASMUS and possibly LINGUA II programmes, we note the most striking differences according to the number of students. As Chart 2.2 shows, the institutions having joined ERASMUS activities already in 1987/88, had an average enrolment of about 12,700 students in 1992/93. The respective enrolment was somewhat lower among institutions participating since 1988/89 and 1990/91. Since 1990/91, predominantly small institutions of higher education joined the ERASMUS and possibly the LINGUA II programme, i.e. reporting an average enrolment of less than 5,000.

European and International Activities of Mobility and Co-operation

3.1 Institutional Participation in Programmes

All ERASMUS and LINGUA supported institutions participating in 1992/93 were asked to respond to this questionnaire. In reality, 95 percent of those responding reported that they participated in the ERASMUS programme in the respective year, with 14 percent specifically in ECTS, and 28 percent of the institutions beneficiaries of the LINGUA (Action II) programme.

As Table 3.1 shows, the ERASMUS and LINGUA supported institutions participated in 1992/93 on average in a further 2.5 EU programmes of student and staff exchange or other activities of higher education co-operation linked exclusively or partly to teaching, study and training functions in higher education. Actually,

- COMETT, i.e. the programme promoting relationships between higher education and industry, and TEMPUS, i.e. the programme creating and reinforcing co-operation between Central and Eastern Europe on the one hand and on the other countries of the West, were made use of by about half each of the ERASMUS and LINGUA supported institutions,
- Human Capital and Mobility, i.e. the mobility programme for young researchers, as well as Action Jean Monnet, i.e. the programme supporting professorships serving the European dimension in higher education, were named respectively by almost one-fifth of the ERASMUS and LINGUA supported institutions,

Table 3.1
Proportion of ERASMUS and LINGUA Supported Institutions of Higher Education Concurrently Participating in Various EU Exchange and Co-operation Programmes in 1992/93, by Country (percent)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
ERASMUS	98	94	100	100	93	89	97	100	97
ECTS	9	9	16	45	8	33	28	27	8
LINGUA (Action II)	27	28	30	75	19	44	52	27	27
COMETT	32	56	32	65	51	56	59	64	35
TEMPUS	44	49	43	70	46	78	59	36	54
ACTION JEAN MONNET	11	17	8	50	16	56	45	18	19
MED CAMPUS	6	2	5	20	8	22	17	9	5
HUMAN CAPITAL AND MOBILITY	11	17	11	15	17	33	48	18	16
Other EU programmes	17	23	16	10	24	11	17	27	30
Other non-EU programmes	29	36	54	25	41	11	28	27	51
Not ticked	0	4	0	0	4	11	3	0	3
(n)	(66)	(117)	(37)	(20)	(198)	(9)	(29)	(11)	(37)

(continued)

- some 7 percent of the responding institutions were involved in MED CAMPUS, i.e. a programme supporting academic co-operation with the Mediterranean countries; the comparable ratio was about one-fifth among Greek, Spanish and Italian institutions surveyed and less than one-tenth among other EU countries (EFTA countries were not eligible).

It might be added that 22 percent of the ERASMUS and LINGUA supported institutions reported participation in other EC programmes (mostly research programmes) and 37 percent in other programmes, not funded by the European Commission.

There were differences in the participation in exchange and co-operation programmes according to the country of the institution of higher education, as Table 3.1 shows. For example, the highest proportion of institutions participating in

(Table 3.1 cont.)

	Country								Total
	P	UK	A	CH	N	S	SF	Other	
ERASMUS	90	96	100	100	100	83	100	75	95
ECTS	14	15	25	27	29	17	19	25	14
LINGUA (Action II)	34	45	0	0	14	0	0	0	28
COMETT	28	53	58	36	57	58	67	50	49
TEMPUS	38	63	50	0	14	58	43	25	49
ACTION JEAN MONNET	14	33	0	0	0	0	0	0	18
MED CAMPUS	3	9	0	0	0	0	0	0	7
HUMAN CAPITAL AND MOBILITY	21	27	33	36	14	17	10	0	19
Other EU programmes	31	29	25	18	14	0	10	25	22
Other non-EU programmes	14	29	58	27	57	58	62	25	37
Not ticked	3	4	0	0	0	17	0	0	3
(n)	(29)	(78)	(12)	(11)	(7)	(12)	(21)	(4)	(698)

Question 7.1: Please describe the participation of your institution in European/international programmes of student/staff exchange, higher education co-operation etc. in the academic year 1992/93.

LINGUA (Action II) were those in Spain (70 percent) and in Human Capital and Mobility those in Italy (48 percent). Naturally, there were respective differences, as named above, in MED CAMPUS. It should be noted, though, that other differences were more substantial than those according to country. For example, COMETT was more likely to attract engineering and business studies, and Human Capital and Mobility focused on sciences in general.

The most substantial differences might be observed according to the size of the higher education institution in terms of the number of students enrolled. As Table 3.2 shows, among institutions of higher education with an enrolment of more than 20,000 students, the proportion of those participating, in addition to ERASMUS and its ECTS component as well as LINGUA (Action II), in TEMPUS was 90

percent, in COMETT 78 percent, in Human Capital and Mobility 61 percent, and in Action Jean Monnet, 56 percent. In contrast, of those institutions with an enrolment of up to 500 students, the participation quota was one-quarter each in TEMPUS and COMETT, and less than 5 percent each in HCM and Action Jean Monnet.

Table 3.2
Proportion of ERASMUS and LINGUA Supported Institutions of Higher Education Concurrently Participating in Various EU Exchange and Co-operation Programmes in 1992/93, by Number of Students Enrolled (percent)

	Number of students enrolled						Total
	Up to 500	501 - 2,000	2,001 - 5,000	5,001 - 10,000	10,000 - 20,000	More than 20,000	
ERASMUS	95	92	96	94	100	100	95
ECTS	2	4	10	17	29	56	14
LINGUA (Action II)	7	14	21	37	65	71	28
COMETT	25	37	59	62	72	78	49
TEMPUS	25	33	48	63	84	90	49
ACTION JEAN MONNET	2	4	13	28	54	56	19
MED CAMPUS	1	2	2	10	13	31	7
HUMAN CAPITAL AND MOBILITY	4	6	8	36	45	61	19
Other EU programmes	10	16	21	29	37	46	22
Other non-EU programmes	36	29	45	38	47	47	38
Not ticked	3	5	3	3	0	0	3
Total	211	242	326	417	547	636	342
(n)	(140)	(211)	(96)	(90)	(83)	(59)	(679)

Question: 7.1 Please describe the participation of your institution in European/international programmes of student/staff exchange, higher education co-operation etc. in the academic year 1992/93.

3.2 Size of Co-operation and Exchange Activities

The ERASMUS and LINGUA supported institutions were on average involved in 9.6 projects of ERASMUS and its ECTS component as well as LINGUA (Action II). The number of projects varied between institutions according to country, but again the number of students enrolled explains the differences to a larger extent.

Table 3.3
Number of International Projects at ERASMUS and LINGUA Supported Institutions of Higher Education in 1992/93, by Number of Students Enrolled (mean)

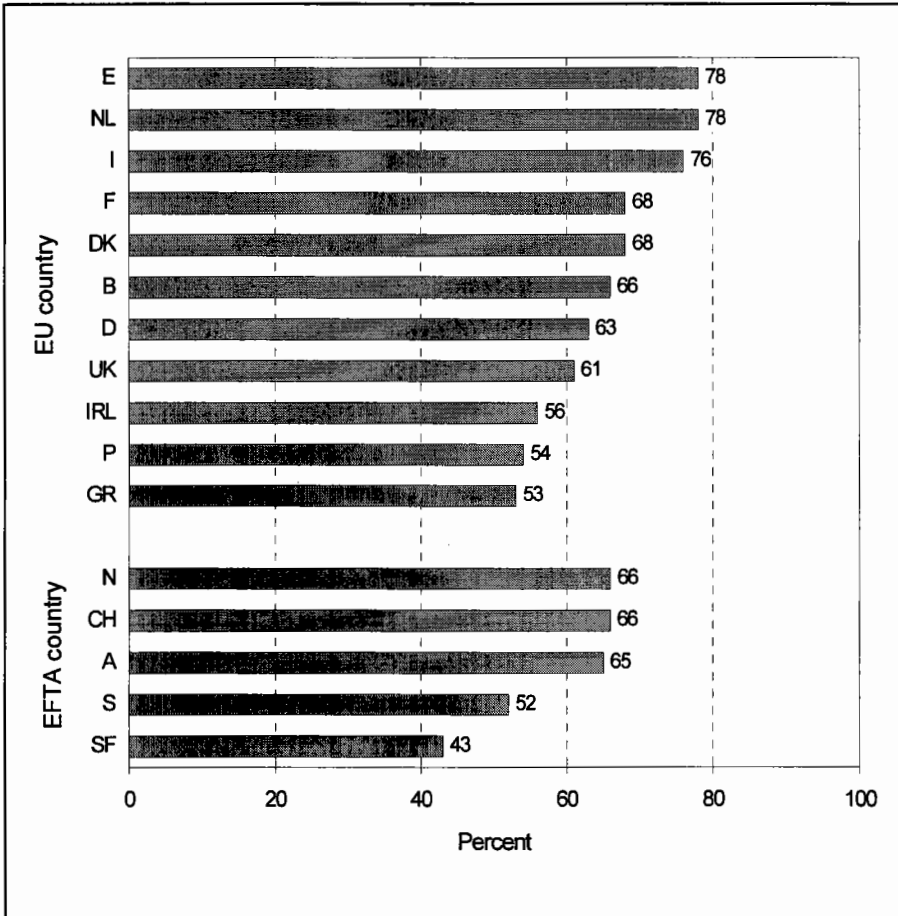
	Number of students enrolled						Total
	Up to 500	501 - 2,000	2,001 - 5,000	5,001 - 10,000	10,001 - 20,000	More than 20,000	
ERASMUS	2.1	3.1	5.3	11.2	18.0	33.8	9.0
ECTS	.0	.0	.1	.1	.2	.5	.1
LINGUA (Action II)	.0	.2	.4	.8	1.6	3.0	.7
COMETT	.5	.7	1.6	1.5	2.0	6.0	1.6
TEMPUS	.3	.5	.8	1.7	2.7	6.1	1.5
ACTION JEAN MONNET	.0	.0	.1	.4	.6	.9	.2
MED CAMPUS	.0	.0	.0	.0	.1	.7	.1
HUMAN CAPITAL AND MOBILITY	.0	.1	.2	.8	1.8	2.8	.7
Other EU programmes	.2	.3	1.1	1.0	4.3	4.3	1.3
Other non-EU programmes	.4	1.0	2.1	.9	6.0	4.9	2.0
(n)	(121)	(190)	(90)	(81)	(79)	(56)	(617)

Question 7.1: Please describe the participation of your institution in European/international programmes of student/staff exchange, higher education co-operation etc. in the academic year 1992/93.

As Table 3.3 shows, institutions with 20,000 and more students were involved in 37 projects, while institutions with up to 500 students were involved, on average, in two projects. The number of other EU projects similarly varies between 21 in

one extreme and one in the other, and that of non-EU projects on average between 6 and less than one half.

Chart 3.1
ICP Coverage Quota* at ERASMUS and LINGUA Supported Institutions of Higher Education in 1992/93, by Country (percent)



* Percentage of subject areas (at an institution of higher education) which participate in ICPs

Question 1.4,1: In which subject areas were 1992/93 course programmes offered?

Question 1.4,2: In which subject areas were 1992/93 Inter-university Co-operation Programmes (ICPs) established?

Table 3.4
ICP Coverage Quota* at ERASMUS and LINGUA Supported Institutions,
by Type of Institution of Higher Education (mean of percentages)

	Type of institution of higher education		Total
	University	Non-university	
Agricultural sciences	66.2	53.6	62.4
Architecture/urban and regional planning	69.8	34.7	57.9
Art and design	56.7	50.0	54.1
Business studies/management sciences	78.4	68.8	75.1
Education/teacher training	54.9	62.7	56.9
Engineering/technology	77.4	62.4	72.2
Geography/geology	58.9	20.0	56.5
Humanities	73.3	26.3	68.8
Languages/philological sciences	83.5	60.6	80.1
Law	74.5	11.1	70.9
Mathematics/informatics	61.3	32.3	54.7
Medical sciences	71.5	52.4	68.9
Natural sciences	71.4	33.3	67.1
Social sciences	66.1	46.2	61.0
Communication/information sciences	45.1	23.1	40.1
Other fields of study	45.7	54.1	48.3
(n)	(81)	(37)	(118)

* Percentage of subject areas offered of those institutions of higher education participating in ICPs.

Question 1.4: Please fill in the chart below, which refers to several aspects of the disciplinary profile of your institution in 1992/93 (multiple reply possible). In which subject areas were 1992/93 Inter-University Co-operation Programmes (ICPs) established?

Most activities supported by ERASMUS are undertaken in the framework of Inter-University Co-operation Programmes (ICPs) which link departments of institutions of higher education together in order to facilitate student exchange and to ease other types of co-operation activities. Institutions participating in ERASMUS and possibly LINGUA (Action II) reported that, on average, departments offering

three subject areas were involved in ICPs. One should note that this figure is not that of the number of ICPs the respective institution is involved in, because one field of study might be involved in more than one ICP and a department might be smaller or larger than the respective category of subject area employed in this survey. Actually, in 1992/93, the number of ICP-involvement per institution of higher education was 7.3 on average.

The question as posed in this survey, however, allows us to examine the extent to which the respective subject areas at ERASMUS and LINGUA supported institutions were covered by ICP activities. This finding is extraordinary impressive, namely if an institution of higher education participated at all in ERASMUS, almost two-thirds of its subject areas were involved in ICPs.

We might call this the 'ICP coverage quota'. As Chart 3.1 shows, the coverage quota on average of all subject areas at all institutions was highest among EU member states in Spain, the Netherlands (78 percent each), Italy (76 percent) and France (72 percent). It was around two-thirds in various other EU countries, and just above half in Ireland (56 percent), Portugal (54 percent) and Greece (53 percent). It was amazing to note that the coverage quota in EFTA countries already, on average, surpassed 50 percent in the first years of ERASMUS involvement of these countries.

As Table 3.4 shows, universities have a higher ICPs coverage in all subject areas, except for education and teacher training, than non-university institutions of higher education. These differences, however, are in part due to the fact that institutions of higher education (mostly universities) with more than 20,000 students have a clearly higher ICP coverage than all other universities and other institutions of higher education.

3.3 The European and International Dimension of Curricula

Institutions were asked to provide information on a few elements of the possible European and international dimension of their course programmes, namely the number of course programmes devoted to European and international studies and the extent of involvement in European credit transfer. As will be discussed in another chapter, institutions were also asked to provide information about the use of foreign languages as the language of instruction.

About half of the ERASMUS and LINGUA supported institutions responding to this questionnaire provided course programmes devoted to European and international studies which might be called 'area studies' or something similar. The number of European and international course programmes provided is about two on average at the institutions responding to this question, i.e. about four at those

institutions providing such types of international programmes at all. As the data were incomplete, it is not possible to determine exactly the proportion of programmes devoted to European and international studies among all course programmes: it was however possible to estimate a proportion of at least 5 percent.

The proportion of institutions of higher education offering European or international programmes was highest, as Table 3.5 shows, in Sweden where 10 out of 11 institutions responding provided such programmes. It was also relatively high in the United Kingdom (71 percent), Switzerland (70 percent), Finland (67 percent) and Spain (65 percent).

Table 3.5
Provision of Course Programmes Devoted to European/International Studies at ERASMUS and LINGUA Supported Institutions of Higher Education, by Country (percent and mean)

	Country									
	B	D	DK	E	F	G	I	IRL	NL	
No	66	43	69	35	55	50	44	60	63	
Yes	34	57	31	65	45	50	56	40	37	
Total	100	100	100	100	100	100	100	100	100	
(n)	(65)	(115)	(35)	(20)	(193)	(8)	(27)	(10)	(35)	
Mean	.8	1.4	.8	2.1	2.9	.7	1.7	1.4	2.4	
(n)	(63)	(114)	(35)	(16)	(77)	(9)	(26)	(11)	(32)	
	P	UK	A	CH	N	S	SF	Other	Total	
No	72	29	55	30	71	9	33	75	51	
Yes	28	71	45	70	29	91	67	25	49	
Total	100	100	100	100	100	100	100	100	100	
(n)	(29)	(77)	(11)	(10)	(7)	(11)	(21)	(4)	(678)	
Mean	.4	4.3	1.4	4.2	.5	2.9	1.7	.5	2.0	

Question 2.1: Does your institution provide course programmes devoted to European/international studies (such as areas studies or similar courses)?

As one might expect, the size of the institution played a role. Only about one-third of the institutions having less than 2,000 students, almost two-thirds of institutions where 5,000 to 10,000 students are enrolled, and eventually more than five out of six institutions with more than 20,000 students provided European and international programmes. As Table 3.6 indicates, a student body of at least 5,000 seemed to be the watershed for offering a range of international programmes.

Most course programmes conceived to be European or international were in the domain of humanities and social sciences, as one might expect. Few institutions of higher education specialising in sciences and engineering reported such programmes (16 percent). In contrast, the majority of general institutions of higher education (62 percent) and half of those specialising in the humanities and social sciences (50 percent) provided them.

It is interesting to note that institutions of higher education which have participated in the ERASMUS programme since 1987/88 and 1988/89 were more likely to provide European or international programmes than those joining in 1989/90 or later. 65 percent (1987/88) and 59 percent (1988/89) of the former as compared to 45 percent (1989/90), 41 percent (1990/91), 36 percent (1991/92) and 42 percent (1992/93, only EU member states) of the latter provide European and international programmes (see Chart 3.2). Also the number of programmes offered, as well as the proportion of European and international programmes among all course programmes offered, fit into the same pattern.

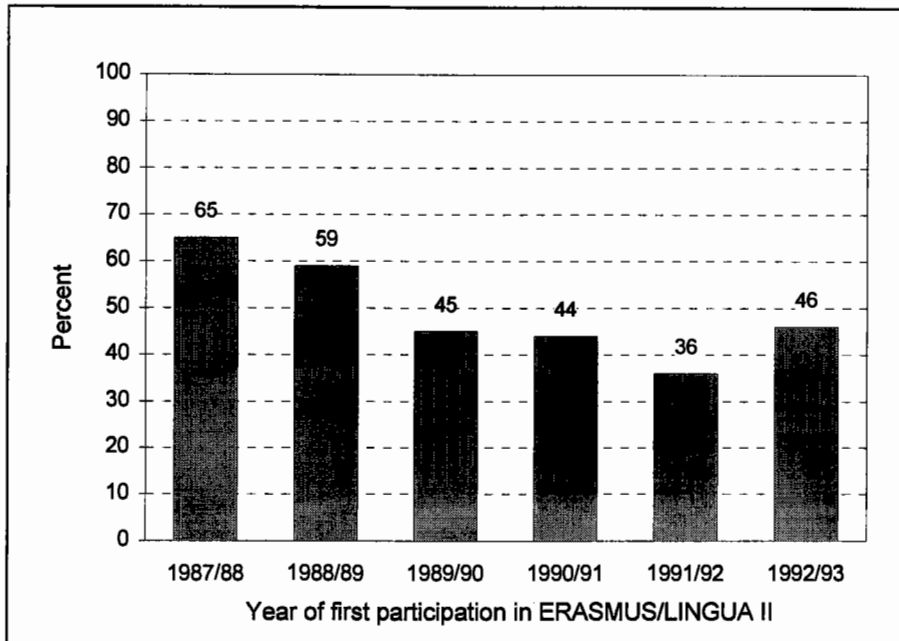
Table 3.6
Provision of Course Programmes Devoted to European/International Studies at ERASMUS and LINGUA Supported Institutions of Higher Education, by Number of Students Enrolled (percent and mean)

	Number of students enrolled						Total
	Up to 500	501 - 2,000	2,001 - 5,000	5,001 - 10,000	10,001 - 20,000	More than 20,000	
No	70	64	46	37	29	16	50
Yes	30	36	54	63	71	84	50
Total	100	100	100	100	100	100	100
(n)	(136)	(206)	(96)	(87)	(80)	(57)	(662)
Mean	.9	1.0	1.1	3.8	3.5	3.5	2.0

Question 2.1: Does your institution provide course programmes devoted to European/international studies (such as "areas studies" or similar courses)?

Chart 3.2

Proportion of Institutions Providing European and International Programmes Among All ERASMUS and LINGUA Supported Institutions of Higher Education, by Year of First Participation in ERASMUS (percent)



Question 2.1: Does your institution provide course programmes devoted to European/international studies (such as area studies or similar courses)?

The data do not allow us to test the causal relationships. We might assume that the provision of European and international programmes led many institutions to get involved in ERASMUS at an early stage. On the other hand, there might be cases where involvement in ERASMUS triggered off the establishment of European and international programmes after some years of participation.

The European Community Course Credit Transfer System (ECTS) was introduced in 1989 as a pilot scheme, in order to stimulate co-operation among institutions of higher education in such a way that eventually each institution participating would accept all prior achievements of students at any of the institutions participating in ECTS. The mechanism of credit transfer is designed to ease recognition at each and every occasion of mobility. Of the institutions responding to the survey, 14 percent actually comprised departments participating in ECTS (see the proportion of those "formally involved" in Table 3.7)

Table 3.7
Current and Intended Application of ECTS Among ERASMUS and LIN-
GUA Supported Institutions, by Country (percent)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
Formally involved, widening intended	6	8	14	45	7	38	21	27	3
Formally involved, no widening intended	3	2	3	0	1	0	7	0	6
ECTS in use without formal involvement, widening intended	3	4	5	0	7	0	4	0	3
ECTS in use without formal involvement, no widening intended	6	4	3	10	2	0	0	27	3
ECTS not in use, introduction intended	36	23	16	30	36	25	43	18	47
ECTS not in use, no introduction intended	45	59	59	15	47	38	25	27	39
Total	100	100	100	100	100	100	100	100	100
(n)	(66)	(112)	(37)	(20)	(190)	(8)	(28)	(11)	(36)
	P	UK	A	CH	N	S	SF	Other	Total
Formally involved, widening intended	7	15	25	18	0	10	19	25	12
Formally involved, no widening intended	4	1	0	9	29	10	0	0	2
ECTS in use without formal involvement, widening intended	7	3	0	9	0	0	10	0	5
ECTS in use without formal involvement, no widening intended	0	0	0	0	0	0	14	0	3
ECTS not in use, introduction intended	50	32	50	27	0	40	19	0	32
ECTS not in use, no introduction intended	32	49	25	36	71	40	38	75	46
Total	100	100	100	100	100	100	100	100	100
(n)	(28)	(75)	(12)	(11)	(7)	(10)	(21)	(4)	(676)

Question 2.3: Does your institution make use of the European Community Credit Transfer System (ECTS)? Question 2.4: Does your institution intend to introduce or widen the use of ECTS in the near future?

Table 3.8
Current and Intended Application of ECTS Among ERASMUS and LIN-GUA Supported Institutions of Higher Education, by Number of Students Enrolled (percent)

	Number of students enrolled						Total
	Up to 500	501 - 2,000	2,001 - 5,000	5,001 - 10,000	10,001 - 20,000	More than 20,000	
Formally involved, widening intended	2	3	8	15	20	51	12
Formally involved, no widening intended	0	1	3	2	7	5	2
ECTS in use without formal involvement, widening intended	4	5	6	5	2	5	5
ECTS in use without formal involvement, no widening intended	3	4	1	2	6	2	3
ECTS not in use, introduction intended	27	36	32	34	34	29	33
ECTS not in use, no introduction intended	63	50	49	41	30	8	45
Total	100	100	100	100	100	100	100
(n)	(136)	(201)	(93)	(87)	(83)	(59)	(659)

Question 2.3: Does your institution make use of the European Community Credit Transfer System (ECTS)? Question 2.4: Does your institution intend to introduce or widen the use of ECTS in the near future?

A further 8 percent of institutions reported that they made use of ECTS in one or even more course programmes. One might assume that they calculated credits similarly in student exchange with partner institutions without being involved in the ECTS networks established by the European Commission.

The current data on the actual use of ECTS were strongly influenced by the idiosyncrasies of the pilot scheme. For example, a large proportion of universities in small European countries were involved, because departments of small countries had a higher chance of being involved in the pilot scheme. Also, the fact that 29 percent of universities, as compared to only 10 percent of non-university institutions of higher education, reported making use of ECTS, might be explained, in part, by the stronger emphasis of the pilot scheme on the university sector. In addition, one should bear in mind that only one department each makes use of

ECTS at two-thirds of the institutions reporting some application of ECTS. Thus, larger institutions are more likely than smaller ones to state making use of ECTS, which, in turn makes universities more likely to be involved than non-university institutions of higher education.

Table 3.7 shows that more than one-fifth of the higher education institutions who were formally involved in the ECTS pilot scheme or making use of it intended to widen their use of ECTS. In addition, almost one-third of the institutions reported that they were currently neither formally nor otherwise involved in ECTS but intended to introduce it. If we add all those, we note that altogether 54 percent of the ERASMUS and LINGUA supported institutions were interested in the application of European credit transfer. This ratio was highest among institutions in Spain (85 percent), Italy, Austria (75 percent each) and Ireland (73 percent). It was lowest among ERASMUS and LINGUA supported institutions in Norway (29 percent), Denmark and Germany (41 percent). Notably in Germany, a system of credit transfer was frequently viewed as not matching the prevailing modes of examination.

The proportion of those institutions currently not making use but expressing interest in introducing ECTS was more or less evenly distributed according to the number of students per institution (see the fifth item in Table 3.8) and the type of institutions. Thus, if all institutions realised their intention, involvement in ECTS would continue to differ substantially according to size and type of institution.

3.4 Student Mobility

ERASMUS and LINGUA supported institutions sent on average - the data refer to the academic year 1992/93 - about 40 students abroad in the framework of ERASMUS and LINGUA (Action II) and received on average about 40 students as well from their partner institutions abroad. These findings are documented in greater detail in the annual statistics of ERASMUS student mobility. This study allows us in addition to present the number of students mobile without ERASMUS-support as well as to analyse the proportion of ERASMUS students of all students of the respective institutions.

As Tables 3.9 and 3.10 show, the highest proportion of ERASMUS student mobility was reported by French (2.4 percent outgoing and 1.8 percent incoming), Danish (1.8 percent outgoing and 1.0 percent incoming) and Belgian institutions (1.3 percent outgoing and 1.1 percent incoming). These data would be misleading, though, if viewed in isolation. The proportion of students going abroad with ERASMUS support varied only moderately by country of home institution, because a more or less even distribution was guaranteed through the basic award

Table 3.9
Average Number and Quota of Own Students Going Abroad Temporarily in 1992/93 per ERASMUS and LINGUA Supported Institution of Higher Education, by Country (mean)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
ERASMUS and LINGUA students									
Number	27.0	54.1	23.6	130.8	35.0	26.8	100.6	29.5	43.3
Quota*	1.3	1.0	1.8	.6	2.4	.7	1.0	.7	.9
Other outgoing students									
Number	6.0	46.0	19.4	27.8	28.8	4.8	35.5	5.7	84.0
Quota*	.6	.9	1.1	.3	3.5	.0	1.3	.1	2.1
All outgoing students									
Number	33.0	100.1	43.0	158.6	63.8	31.5	136.1	35.2	127.3
Quota*	1.9	2.0	2.9	.9	5.9	.7	2.3	.8	3.0
(n)	(66)	(113)	(37)	(20)	(191)	(8)	(28)	(11)	(35)
	P	UK	A	CH	N	S	SF	Other	Total
ERASMUS and LINGUA students									
Number	22.0	45.4	39.9	27.0	29.0	56.5	26.6	2.3	43.0
Quota*	.8	.9	.6	.7	1.0	.8	.8	.7	1.4
Other outgoing students									
Number	2.5	46.6	159.4	20.6	22.9	83.7	41.9	.5	35.5
Quota*	.4	1.8	1.1	.3	1.0	1.7	1.6	.2	1.8
All outgoing students									
Number	24.5	92.0	199.3	47.6	51.9	140.2	68.4	2.8	78.5
Quota*	1.2	2.7	1.7	1.0	2.0	2.6	2.5	.9	3.2
(n)	(27)	(74)	(12)	(11)	(7)	(11)	(21)	(4)	(676)

Question 7.3: How many of your students studied abroad temporarily in 1992/93?

* Percent of all students enrolled

regulations of the ERASMUS programme. The differences notably of outgoing students by country in Table 3.9 are due, however, to the respective differences in the size of the institutions. As Tables 3.11 and 3.12 show, institutions of higher

education with large numbers of students send and receive smaller proportions of ERASMUS students. If a certain proportion of departments participated in ERASMUS and LINGUA (Action II), we might expect small institutions either to participate or not, but if that if they did participate, the quota of students participating would be high. In contrast, large institutions were overall more likely to participate, though with a smaller number of departments on average and thus with a smaller proportion of students as well. As French, Danish and Belgian responding institutions were most frequently among those with at most 2,000 students, a higher proportion of students participating in ERASMUS and LINGUA was found in the cases of these countries.

The number of students going temporarily abroad with other means (i.e. not supported by ERASMUS or LINGUA) was slightly lower than those supported by ERASMUS or LINGUA. On average of the ERASMUS and LINGUA supported institutions, 55 percent of the temporarily outgoing students in 1992/93 were supported by ERASMUS or LINGUA.

As Table 3.9 indicates, ERASMUS and LINGUA supported students:

- accounted for between 90 and 70 percent of all temporarily outgoing students on average of the institutions responding from Portugal, Ireland, Spain, Belgium and Italy. ERASMUS was the prime source for temporary mobility in these countries;
- comprised about half or slightly less of the students on average of the institutions responding from France, Germany, Denmark and the United Kingdom; and
- accounted for only a little more than one-third in the case of the Netherlands.

As one might expect, the proportion of ERASMUS and LINGUA supported students among all students studying abroad temporarily was on average lower in EFTA countries than in EU countries. One has to bear in mind that the data refer to the first year of EFTA participation in ERASMUS.

The quota of students studying abroad was indirectly related to the size of the higher education institution. This finding, as already discussed above, is due to the fact that small institutions with few departments were highly represented if one of their departments joined the ERASMUS programme.

The number of students incoming for a temporary study period without ERASMUS and LINGUA was, on average at participating institutions, clearly higher than the number of students outgoing without ERASMUS support (65 as compared to 36). One might assume that a certain proportion of such students came from countries which were not usually the target countries of students from EU and EFTA countries, for example Eastern Europe, Asia, Latin America and Africa. As Table 3.10 indicates, most temporarily incoming students (more than 70 percent on average at ERASMUS and LINGUA supported institutions) in

Table 3.10
Average Number and Quota of Incoming Foreign Students in 1992/93 per ERASMUS and LINGUA Supported Institution of Higher Education, by Country of Institution of Higher Education (mean)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
ERASMUS and LINGUA students									
Number	23.8	37.6	15.6	113.8	33.1	24.5	74.8	47.1	36.9
Quota*	1.1	.7	1.0	.5	1.8	.6	1.2	1.1	.7
Other incoming students									
Number	5.2	95.4	11.2	73.7	50.3	1.5	88.8	13.5	51.1
Quota*	.5	1.2	1.1	.4	1.8	.0	.5	.3	.8
Foreign students staying for the whole course programme									
Number	203.5	455.9	26.2	155.5	170.8	.8	166.2	11.7	102.2
Quota*	3.2	4.6	.7	.7	2.4	.0	.9	.2	5.8
All foreign students									
Number	256.2	626.6	68.6	456.6	287.3	51.3	404.5	119.4	227.1
Quota*	5.9	7.2	3.8	2.1	7.8	1.1	3.7	2.8	8.0
(n)	(66)	(113)	(37)	(20)	(191)	(8)	(28)	(11)	(35)
	P	UK	A	CH	N	S	SF	Other	Total
ERASMUS and LINGUA students									
Number	15.0	61.7	23.6	20.9	15.4	34.6	6.4	1.3	37.3
Quota	.5	1.2	.5	.6	.6	.6	.4	.4	1.1
Other incoming students									
Number	34.8	93.5	636.8	51.8	15.9	38.7	19.8	6.8	65.2
Quota*	.6	1.3	3.5	.6	1.1	.9	1.1	2.1	1.2
Foreign students staying for the whole course programme									
Number	47.3	259.2	392.2	572.9	211.9	196.5	80.9	46.8	217.5
Quota*	.3	4.7	4.3	7.2	3.6	1.0	1.2	18.1	3.1
All foreign students									
Number	112.0	476.1	1076.0	666.5	258.6	304.5	113.5	56.0	357.3
Quota*	2.0	8.5	8.7	9.1	5.8	3.2	3.1	21.0	6.5
(n)	(27)	(74)	(12)	(11)	(7)	(11)	(21)	(4)	(676)

Question 7.4: How many foreign students studied at your institution in 1992/93? Please state the number.

* Percent of all students

Greece, Belgium and Ireland were supported by ERASMUS and LINGUA. This was also true for the majority of incoming temporary students in Spain and Denmark, while those supported by ERASMUS and LINGUA formed the minority of temporarily incoming students in the remaining EU and also in all EFTA countries.

Finally, the number of foreign students staying at the ERASMUS and LINGUA supported institutions for a whole course programme exceeded, on average, the number of all students incoming temporarily. The quota was, as Table 3.10 shows, highest on average at Swiss (7.2 percent of all students at the institutions responding), Dutch (5.8 percent), British (4.7 percent) and German (4.6 percent) institutions of higher education. The respective quota was lower than one percent each in Italy, Spain, Denmark, Portugal, Ireland and Greece.

Table 3.11
Average Number and Quota of Own Students Going Abroad Temporarily in 1992/93 per ERASMUS and LINGUA Supported Institution of Higher Education, by Number of Students Enrolled (mean)

	Number of students enrolled						Total
	Up to 500	501 - 2,000	2,001 - 5,000	5,001 - 10,000	10,001 - 20,000	More than 20,000	
ERASMUS and LINGUA students							
Number	7.2	16.5	32.2	53.3	86.0	170.3	43.6
Quota*	2.7	1.6	1.0	.7	.6	.5	1.4
Other outgoing students							
Number	9.3	20.6	31.2	51.7	48.9	117.3	35.7
Quota*	3.6	2.3	.9	.7	.3	.4	1.8
All outgoing students							
Number	16.5	37.1	63.4	105.1	134.8	287.6	79.3
Quota*	6.4	4.0	1.9	1.4	.9	.9	3.2
(n)	(137)	(205)	(95)	(83)	(82)	(58)	(660)

Question 7.3: How many of your students studied abroad temporarily in 1992/93?

* Percent of all students

The total number of foreign students accounted for about 7 to 9 percent on average at responding institutions in Switzerland, Austria, the United Kingdom, France and Germany. On the other hand, it was about 2 percent or less on average at Spanish, Portuguese and Greek institutions which responded.

An additional question allows us to examine, in detail, the quantitative development of the total number of outgoing students to EU and EFTA countries and the number of ERASMUS and LINGUA supported students among them (see Table 3.13). In this way, we might examine the respective role of the ERASMUS and LINGUA programmes in student exchange in Western Europe.

Table 3.12
Average Number of Incoming Foreign Students in 1992/93 per ERASMUS and LINGUA Supported Institution of Higher Education, by Number of Students Enrolled (mean)

	Number of students enrolled						Total
	Up to 500	501 - 2,000	2,001 - 5,000	5,001 - 10,000	10,001 - 20,000	More than 20,000	
ERASMUS and LINGUA							
Number	6.0	12.1	21.9	50.8	79.8	152.2	37.8
Quota	2.2	1.2	.7	.7	.5	.5	1.1
Other incoming students							
Number	3.8	13.8	24.7	74.0	143.8	349.5	66.5
Quota	1.7	1.4	.8	.9	1.0	1.3	1.2
Foreign students staying for the whole course programme							
Number	9.3	29.3	104.1	232.0	570.7	1096.2	222.4
Quota	2.7	2.8	3.1	3.0	3.9	3.8	3.1
All foreign students							
Number	25.1	67.4	172.7	407.6	874.0	1750.1	364.6
Quota	8.7	6.6	5.2	5.4	5.9	6.0	6.5
(n)	(137)	(205)	(95)	(83)	(82)	(58)	(660)

Question 7.4: How many foreign students studied at your institution in 1992/93? Please state the number.

We should note, however, the limitations of the data. Firstly, we have information available on students of institutions of higher education, irrespective of the first year of ERASMUS support, still receiving ERASMUS support in 1992/93. Thus, institutions dropping out of ERASMUS and LINGUA support prior to 1992/93 were not included. Secondly, the question asked about students going to EU and EFTA countries. Thus, the data include students going to EFTA countries from 1987/88 through 1991/92 who were not eligible for ERASMUS and LINGUA support. Thirdly, the data were based, as all the other data, on about 60 percent of responses to the questionnaire and thus not complete for all ERASMUS and LINGUA supported institutions.

In Table 3.13, the figures on outgoing students for temporary study abroad were sorted according to generations of ERASMUS participation in terms of the first year of any department or course programme sending students abroad within this framework. We note, first that the number of ERASMUS and LINGUA students grew more or less continuously from the year of first participation until 1993/94, i.e. the most recent year for which the questionnaire could ask information.

We also note, secondly, a more or less continuous growth of the number of students at these institutions going to EU and EFTA countries without any ERASMUS or LINGUA support. This increase was lower on average than those going with support and actually fell between 1992/93 and 1993/94. Although a perfect measure would require complete data on student exchange in the year before the first involvement in ERASMUS, the data indicate clearly that the provision of ERASMUS and LINGUA student fellowships did not lead to a displacement effect of other sources. If this occasionally happened, it was true for a very brief period. Immediately or shortly thereafter the number of students funded differently clearly surpassed the initial shift from other to ERASMUS and LINGUA support.

There are substantial differences in the ERASMUS and LINGUA support of outgoing students for temporary study in other EU or EFTA countries:

- institutions of higher education who participated from the first year of the ERASMUS programme, i.e. 1987/88, started off with a relatively low quota, i.e. 39 percent, of outgoing students to EU and EFTA countries being supported. Over the next six years, the number of ERASMUS and LINGUA supported outgoing students became seven times higher than it was initially, while the number of those going abroad temporarily without ERASMUS and LINGUA more than doubled. The ERASMUS and LINGUA support quota increased from 39 to 67 percent;
- institutions joining the ERASMUS programme from its second year, i.e. 1988/'89, started off with a much higher quota of ERASMUS recipients (59 percent).

Table 3.13
Total Number of Outgoing Students to EU and EFTA Countries 1986/87 to 1993/94 from ERASMUS and LINGUA Supported Institutions of Higher Education, by Year of the Institution's First Participation in ERASMUS and Possibly LINGUA (absolute numbers, ratios of increase, and proportion of those supported by ERASMUS/LINGUA among all outgoing)

Year	Number of students			Increase			Proportion ⁷
	With ER supp. ¹	Without ER supp. ²	Total ³	With ER supp. ⁴	Without ER supp. ⁵	Total ⁶	
a) First participation in 1987/88							
1986/87	0	1078	1078	-	-	-	-
1987/88	1285	2022	3307	-	87.6	206.8	38.9
1988/89	2340	2421	4761	82.2	19.7	44.0	49.1
1989/90	4085	2697	6782	74.6	11.4	42.4	60.2
1990/91	5451	3240	8691	33.4	20.1	28.1	62.7
1991/92	7053	3634	10687	29.4	12.2	23.0	66.0
1992/93	8579	4508	13087	21.6	24.1	22.5	65.6
1993/94	9203	4488	13691	7.3	-0.4	4.6	67.2
b) First participation in 1988/89							
1988/89	1518	1040	2558	-	-	-	59.3
1989/90	2478	1157	3635	63.2	11.3	42.1	68.2
1990/91	3721	1460	5181	50.2	26.2	42.5	71.8
1991/92	5123	1688	6811	37.7	15.6	31.5	75.2
1992/93	6602	1832	8434	28.9	8.5	23.8	78.3
1993/94	7502	2020	9522	13.6	10.3	12.9	78.8
c) First participation in 1989/90							
1989/90	1336	454	1790	-	-	-	74.6
1990/91	2045	631	2676	53.1	39.0	49.5	76.4
1991/92	2744	872	3616	34.2	38.2	31.4	75.9
1992/93	3664	1265	4929	33.5	45.1	40.2	74.3
1993/94	4354	1669	6023	18.8	31.9	22.2	72.3
d) First participation in 1990/91							
1990/91	1202	547	1749	-	-	-	68.7
1991/92	1513	955	2468	25.9	74.6	41.1	61.3
1992/93	2255	1630	3885	49.0	70.0	57.4	58.0
1993/94	2522	1524	4046	11.8	-6.5	4.1	62.3
e) First participation in 1991/92							
1991/92	946	1286	2232	-	-	-	42.4
1992/93	1442	1618	3060	52.4	25.8	36.6	47.1
1993/94	1908	1644	3552	32.3	1.6	16.5	53.7

Question 7.5: Please state the number of students sent and received in order to describe the development of student exchange in EC and EFTA countries since the inauguration of ERASMUS.

1 Number of outgoing students with ERASMUS-support

2 Number of students without ERASMUS-support

3 Total number of outgoing students

4 Increase over previous year: students with ERASMUS-support

5 Increase over previous year: students without ERASMUS-support

6 Increase over previous year: all outgoing students

7 Proportion of students with ERASMUS-support among all outgoing students

- In a growth of the number of students going to EU and EFTA countries with or without ERASMUS and LINGUA support similar to the growth of the preceding cohort of institutions getting involved in ERASMUS, we note a growth of the ERASMUS and LINGUA support quota from 59 to 79 percent;
- institutions getting involved in ERASMUS and LINGUA in the third year, i.e. 1989/90, started off with sending - from the very beginning - three-quarters of their mobile outgoing students to host institutions with the help of ERASMUS or LINGUA. This support quota of about three quarters remained about the same over time. It should be noted that the number of students per institution was relatively small; and
 - subsequent cohorts, i.e. institutions involved for the first time in 1990/91 or 1991/92, started off with lower level of ERASMUS support than in the preceding years. The support quota never reached the level it had for institutions who had already joined in 1987/89 and remained clearly lower than that of institutions participating since 1988/89 or 1990/91. Again, the average number of students at these institutions was relatively small.

The data altogether suggest that, at institutions of higher education, the departments joining the ERASMUS programmes for the first time in 1988/89 and, notably, in 1989/90 had the highest ERASMUS and LINGUA support quota of all students going abroad temporarily within the EU and EFTA countries. Before that and after, the quota of ERASMUS and LINGUA recipients among students going to the respective countries was mostly smaller.

3.5 Staff Mobility

The number and quota of foreign teaching staff is one most visible indicator for the internationalisation of an institution of higher education. On average, the ERASMUS and LINGUA supported institutions reported a quota of 4.8 percent foreign academic staff in 1992/93. On the one hand, 33 percent of the institutions had no foreign academic staff at all and 23 percent at most 2 percent foreign academic staff. On the other hand, 10 percent of the institutions reported a foreign academic staff quota of more than ten percent.

Notably, several of the few Swiss, Greek and Austrian institutions stated a high quota of foreign academic staff, as Table 3.14 shows. Though the number of cases is small, they seem to be indicative for these countries.

As Table 3.15 shows, foreign staff were considerably more frequent among academic staff at universities than among non-university institutions of higher education with 70 percent of the latter institutions having at most a quota of two percent of foreign staff as compared to 48 percent of the former.

Table 3.14
Percentage of Academic Staff from Abroad at ERASMUS and LINGUA
Supported Institutions, by Country of Institution of Higher Education
 (percent and mean)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
None	69	22	65	22	37	50	29	44	8
Up to 2 percent	8	32	15	44	23	0	0	11	33
3 - 4 percent	0	18	0	11	9	0	14	22	17
5 - 6 percent	14	10	12	0	9	0	0	11	25
7 - 8 percent	4	3	8	0	4	0	0	0	0
9 - 10 percent	2	9	0	22	7	0	43	0	4
More than 10 percent	4	6	0	0	11	50	14	11	13
Total	100	100	100	100	100	100	100	100	100
(n)	(51)	(68)	(26)	(9)	(121)	(2)	(7)	(9)	(24)
Mean	2.0	4.3	1.3	3.0	4.0	15.0	8.4	6.1	6.4

	P	UK	A	CH	N	S	SF	Other	Total
	None	38	18	0	0	0	25	6	33
Up to 2 percent	13	33	29	0	20	25	31	0	23
3 - 4 percent	0	8	0	0	0	0	25	0	9
5 - 6 percent	31	20	14	0	20	50	13	0	13
7 - 8 percent	0	2	0	0	20	0	6	0	3
9 - 10 percent	13	10	14	13	20	0	19	33	8
More than 10 percent	6	8	43	88	20	0	0	33	10
Total	100	100	100	100	100	100	100	100	100
(n)	(16)	(49)	(7)	(8)	(5)	(4)	(16)	(3)	(425)
Mean	4.4	4.5	11.0	27.5	8.2	3.0	4.3	26.7	4.8

Question 1.3: Please state the number of academic staff at your institution in 1992/93: (Please calculate in full-time equivalents)

Temporary staff exchange in the framework of the ERASMUS and LINGUA programme might either be undertaken in the framework of so-called 'Short Study Visits', i.e. a scheme providing travel subsidies for academic or administrative staff staying between one week and one month for purposes of information and co-operation, or it might be undertaken as 'Teaching Staff Exchange' supposedly for a period of one to three months, but actually mostly shorter than one month.

Table 3.15
Percentage of Academic Staff from Abroad at ERASMUS and LINGUA Supported Institutions in 1992/93, by Type of Institution of Higher Education (percent and mean)

	Type of institution of higher education		Total
	University	Non-university	
None	25	46	33
Up to 2 percent	23	24	23
3 - 4 percent	9	9	9
5 - 6 percent	15	11	13
7 - 8 percent	5	1	3
9 - 10 percent	11	3	8
More than 10 percent	12	6	10
Total	100	100	100
(n)	(255)	(167)	(422)
Mean	5.7	2.9	4.6

Question 1.3: Please state the number of academic staff at your institution in 1992/93: (Please calculate in full-time equivalents)

Of the ERASMUS and LINGUA supported institutions, on average little more than one academic staff member was sent abroad in the framework of the ERASMUS and LINGUA programmes (see Table 3.16). Academic staff exchange supported by ERASMUS and LINGUA, according to the ERASMUS and LINGUA supported institutions responding, accounted for about 40 percent of academic staff exchange within the EU and EFTA countries.

Differences by country largely reflect varying sizes of institutions. On the one hand, institutions with more than 20,000 students sent on average more than ten times as many academic staff members abroad than institutions with up to 500

students. If we note the proportion of staff exchanged among the total number of staff, small higher education institutions involved in the ERASMUS and LINGUA programmes seem to be more active in academic staff exchange than larger ones. These patterns are similar to those of student exchange.

Table 3.16
Average Number of Academic Staff Exchanged in 1992/93 per ERASMUS and LINGUA Supported Institutions of Higher Education, by Country of Institution (mean)

	Country									
	B	D	DK	E	F	G	I	IRL	NL	
ERASMUS and LINGUA outgoing	.3	1.4	.5	8.2	.3	12.9	.9	.5	.7	
Other outgoing	.7	3.9	1.2	10.4	2.0	1.6	2.1	.3	1.6	
All outgoing	1.0	5.3	1.7	18.6	2.4	14.5	3.0	.8	2.2	
ERASMUS and LINGUA incoming	.2	.8	.7	5.2	.3	3.1	1.4	.6	.5	
Other incoming	.2	2.3	1.8	1.9	2.2	.9	2.4	.0	1.3	
All incoming	.4	3.1	2.4	7.0	2.5	4.0	3.8	.6	1.8	
(n)	(66)	(113)	(37)	(20)	(191)	(8)	(28)	(11)	(35)	
	P	UK	A	CH	N	S	SF	Other	Total	
ERASMUS and LINGUA outgoing	2.1	.7	.7	.0	.7	2.1	.5	.0	1.1	
Other outgoing	.4	.9	1.5	.7	.9	2.9	21.2	.0	2.7	
All outgoing	2.6	1.6	2.2	.7	1.6	5.0	21.7	.0	3.8	
ERASMUS and LINGUA incoming	1.3	.5	.0	.0	.0	1.5	.4	.0	.7	
Other incoming	.4	1.0	3.2	1.7	.9	2.0	19.2	8.8	2.3	
All incoming	1.8	1.5	3.2	1.7	.9	3.5	19.6	8.8	2.9	
(n)	(27)	(74)	(12)	(11)	(7)	(11)	(21)	(4)	(676)	

Question 7.4: How many staff members did you exchange at your institution in 1992/93 (staying at least one month and longest one year)?

Finally it is worth mentioning that the proportion of academic staff recruited from abroad was closely linked to the number of foreign students staying permanently or temporarily at the respective institution of higher education. As Table 3.17 shows, higher education institutions with up to 20 foreign students had a ratio of foreign staff below 3 percent. In contrast, institutions with more than 500 foreign students reported a ratio of foreign staff of more than 7 percent.

Only about one in ten institutions had sent an administrative staff member abroad in the framework of the ERASMUS programme. This might be a slight underestimation, because the applications for Short Study Visits do not require institutional consent, but it would remain marginal as compared to academic staff exchange, if these data were more valid.

The relatively small exchange of academic staff in the framework of the ERASMUS programme has triggered off a debate on whether increased academic staff exchange should be promoted under the umbrella of SOCRATES. This is viewed also as beneficial, notably for students who are not mobile and could be better able to share the European experience if more of their courses were taught by academic staff from other European countries.

Table 3.17
Percentage of Academic Staff from Abroad at ERASMUS and LINGUA Supported Institutions 1992/93, by Foreign Students Staying Permanently or Temporarily (percent and mean)

	Number of foreign students staying permanently or temporarily					Total
	Up to 10	11 - 20	21 - 100	101 - 500	More than 500	
None	53	65	37	16	4	33
Up to 2 percent	16	14	23	30	29	23
3 - 4 percent	5	2	10	10	17	9
5 - 6 percent	10	12	13	19	11	13
7 - 8 percent	2	0	3	3	7	3
9 - 10 percent	9	4	7	6	15	8
More than 10 percent	5	4	7	15	17	10
Total	100	100	100	100	100	100
(n)	(88)	(51)	(113)	(97)	(72)	(421)
Mean	2.6	2.1	4.3	6.5	7.4	4.7

Question: 1.3 Please state the number of academic staff at your institution in 1992/93 (please calculate in full-time equivalents).

Institutional Policies and Provisions

4.1 The Institutions' Achievements

Asked to characterise their institutions of higher education in comparison to other institutions in their country in terms of the degree of internationalisation achieved, most respondents from ERASMUS and LINGUA supported institutions stated relatively high levels of such achievements. They considered their institution clearly above the average of the other institutions of higher education within their country in respect to three of the eight items they were asked to consider, namely:

- administrative support for foreign students (3.7 on average on a scale from 1 = "by far less than average" to 5 = "by far more than average"),
- international student exchange (3.6), and
- academic support for foreign students (3.5).

These three items were, in fact, those of the eight most clearly linked to student exchange. In respect to two further items related to student exchange, respondents viewed institutions participating in ERASMUS and LINGUA programmes to be somewhat above the average in terms of:

- foreign language provisions for students, and
- visits by foreign scholars (3.3 each).

Respondents considered ERASMUS and LINGUA supported institutions to be close to the national averages only in respect to international co-operation in research. A closer view shows that the issue of institutional types and their different functions comes into play here. Respondents of universities stated international co-operation in research clearly above average (3.4) and those of non-university institutions of higher education clearly below average (2.5).

Table 4.1
Proportion of ERASMUS and LINGUA Supported Institutions Characterised as Above Average Regarding International Co-operation and Support Activities, by Country (percent*)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
International cooperation in research	27	32	18	47	43	56	48	33	31
International student exchange	63	46	64	63	59	44	48	30	49
Academic support for foreign students	58	40	64	68	51	38	59	67	45
Administrative support for foreign students	66	71	68	84	56	56	56	67	48
Foreign language provisions for students	40	47	29	63	48	56	54	33	33
Visits by foreign scholars	37	39	31	53	45	78	27	22	35
Courses taught in foreign languages	22	9	27	56	23	25	33	11	34

	P	UK	A	CH	N	S	SF	Other	Total
International cooperation in research	33	42	40	33	43	50	33	100	38
International student exchange	43	45	50	50	57	55	67	50	54
Academic support for foreign students	57	61	50	29	29	36	43	100	52
Administrative support for foreign students	50	55	80	40	57	64	71	0	61
Foreign language provisions for students	39	43	10	30	43	45	55	0	44
Visits by foreign scholars	39	43	40	33	43	45	60	0	41
Courses taught in foreign languages	27	13	0	33	43	36	62	100	23

Question 5.1: How would you characterise your institution in comparison to other institutions of higher education in your country?

* Categories 4 and 5 on a scale from 1 = "by far less than average" to 5 = "by far more than average"

Finally, regarding the extent of courses taught in foreign languages, respondents even regarded their own institutions as being below the national average (2.6). This suggests that many persons in charge of international activities conceived deficiencies in the internationalisation policies of their institutions as far as the use of a foreign language as a medium of instruction was concerned.

Table 4.1 provides the percentages of those considering their institution to be above average in international achievements. The international achievements of Spanish, Finnish and Greek institutions of higher education were most strongly pointed out by their representatives, while the Irish respondents stated most moderate achievements of their institutions in those respects. By and large, representatives of institutions with more than 10,000 students tend to consider their institutions to be more international than do representatives of small institutions.

One might challenge the validity of those statements in pointing out that the means should be close to the centre of the scale ("average") in countries with large numbers of higher education institutions participating in the ERASMUS programmes. The more institutions are involved, the less they likely they are to be above average by definition.

Table 4.2
Proportion of ERASMUS and LINGUA Supported Institutions Characterised as Above Average Regarding Co-operation and Support Activities, by Year of First Participation in ERASMUS (percent* of EC countries)

	Year of first participation						Total
	87	88	89	90	91	92	
International co-operation in research	44	47	43	33	28	25	37
International student exchange	67	63	47	56	49	41	54
Academic support for foreign students	62	64	57	41	54	44	54
Administrative support for foreign students	75	68	63	53	59	53	62
Foreign language provisions for students	52	48	52	39	39	42	45
Visits by foreign scholars	47	50	32	38	33	37	40
Courses taught in foreign languages	26	31	21	20	11	20	22

Question: 5.1 How would you characterise your institution in comparison to other institutions of higher education in your country?

* Categories 4 and 5 on a scale from 1 = "by far less than average" to 5 = "by far more than average"

One finding presented in Table 4.2, however, underscores the validity of the responses. The longer the institution participates in ERASMUS and LINGUA programmes, the higher the respondent rates its international achievements.

The responses by institutions to the 8 items were integrated into an index. The differences of the index scores according to country are presented in Table 4.3.

Table 4.3
Index of Degree of Perceived Internationalisation of the ERASMUS and LINGUA Supported Institutions of Higher Education, by Country (percent)

	Country									
	B	D	DK	E	F	G	I	IRL	NL	
Comparable low	11	14	14	5	11	0	7	40	14	
2	16	16	11	5	17	11	22	10	17	
3	38	41	31	21	29	44	26	10	26	
4	18	13	28	26	23	11	22	30	20	
Comparable high	16	17	17	42	20	33	22	10	23	
Total	100	100	100	100	100	100	100	100	100	100
(n)	(61)	(109)	(36)	(19)	(187)	(9)	(27)	(10)	(35)	
	P	UK	A	CH	N	S	SF	Other	Total	
Comparable low	11	20	0	10	0	0	0	50	12	
2	14	12	40	10	43	36	19	0	16	
3	39	33	20	40	29	18	19	0	32	
4	21	20	30	20	0	9	24	50	20	
Comparable high	14	15	10	20	29	36	38	0	20	
Total	100	100	100	100	100	100	100	100	100	100
(n)	(28)	(75)	(10)	(10)	(7)	(11)	(21)	(2)	(657)	

Question 5.1: How would you characterise your institution in comparison to other institutions of higher education in your country?

4.2 Co-operation with European Partners

Co-operation with partner institutions might go beyond those activities indispensable for arranging student exchange. As Table 4.4 suggests, additional joint activities were indeed widespread:

- more than half of the institutions were active in jointly organising seminars or other events with their partner institutions (62 percent) and in arranging lectures held by foreign teaching staff (58 percent);
- about two out of five institutions each ran, together with their partners, international intensive courses, involved their partners in the creation or adaptation of their curricula (44 percent each), and co-operated in the provision of language training (41 percent);
- about a quarter of the institutions involved their partners in evaluating the curriculum (27 percent); and
- as one might expect, a small number of the institutions surveyed co-operated with their partners in the field of distance learning (6 percent).

As Table 4.4 shows, Dutch and Finnish institutions most frequently reported co-operation activities with other European partners.

Some of these activities were more likely to occur in large institutions, such as the provision of lectures by foreign staff, the organisation of joint seminars and the co-operation in language training (see Table 4.5). In contrast, co-operation in such matters as evaluation and curriculum development were not linked to the size of the institution. Non-university institutions of higher education (51 percent) were somewhat more active than universities (40 percent) in co-operation concerning curriculum development.

Table 4.4
Areas of Co-operation of ERASMUS and LINGUA Supported Institutions with European Partners, by Country (percent of institutions of higher education; multiple reply possible)

Area of co-operation	Country								
	B	D	DK	E	F	G	I	IRL	NL
Organising joint international events/seminars*	52	71	59	65	58	56	83	55	73
Provision of lectures by foreign teaching staff	48	53	65	55	54	78	69	64	84
Creation or adaptation of your curriculum	56	38	22	40	42	56	38	36	81
Running international intensive courses	45	35	54	50	32	67	62	45	73
Language training	32	41	38	60	43	56	66	45	32
Evaluation of your curriculum	38	17	19	15	27	22	34	18	54
Creation or adaptation of distance learning	8	5	5	10	7	33	7	36	8
Teaching distance education programmes	2	3	5	10	8	0	7	27	3
Other	8	7	8	5	9	0	0	9	14
Not ticked	5	12	11	20	13	11	3	0	3
Total	292	283	286	330	292	378	369	336	424
(n)	(66)	(117)	(37)	(20)	(198)	(9)	(29)	(11)	(37)

(continued)

(Table 4.4 cont.)

Area of co-operation	P	UK	A	Country				Other	Total
				CH	N	S	SF		
Organising joint international events/seminars*	62	58	75	73	43	58	67	75	62
Provision of lectures by foreign teaching staff	28	64	58	45	43	67	86	75	58
Creation or adaptation of your curriculum	34	51	67	18	71	33	33	50	44
Running international intensive courses	55	51	67	73	14	42	52	25	44
Language training	31	41	33	18	43	42	48	50	41
Evaluation of your curriculum	10	32	8	9	14	17	48	0	27
Creation or adaptation of distance learning	3	14	8	0	0	8	24	0	9
Teaching distance education programmes	0	4	8	9	0	8	14	0	6
Other	7	3	17	9	0	17	0	0	7
Not ticked	24	9	8	18	0	25	5	25	11
Total	255	327	350	273	229	317	376	300	309
(n)	(29)	(78)	(12)	(11)	(7)	(12)	(21)	(4)	(698)

Question 2.5: Do you involve your European partner in:

* Sequence according to frequency of responses

Table 4.5
Co-operation of ERASMUS and LINGUA Supported Institutions of Higher Education with European Partners, by Number of Students Enrolled (percent; multiple reply possible)

	Number of students enrolled						Total
	Up to 500	501 - 2,000	2,001 - 5,000	5,001 - 10,000	10,001 - 20,000	More than 20,000	
Organising joint international events/seminars	51	58	59	69	78	85	63
Provision of lectures by foreign teaching staff	50	49	59	63	76	73	58
Creation or adaptation of your curriculum	38	47	48	39	51	46	45
Running international intensive courses	33	38	39	53	58	69	44
Language training	34	35	44	46	54	61	42
Evaluation of your curriculum	24	28	30	18	35	24	27
Creation or adaptation of distance learning	5	8	8	8	12	17	9
Teaching distance education programmes	1	3	3	6	13	19	6
Other	10	9	8	6	2	2	7
Not ticked	15	10	11	12	2	7	10
Total	261	285	310	319	382	402	310
(n)	(140)	(211)	(96)	(90)	(83)	(59)	(679)

Question 2.5: Do you involve your European partner in:

* Sequence according to frequency of responses

4.3 Internationalisation of the Course Programmes

The European support programmes for mobility and co-operation in higher education did not only aim to ease student mobility administratively and financially, but also to stimulate co-operation regarding the substance of teaching and learning and even, in some cases, to foster a mobility between institutions in such an integrated way that study at home and abroad would eventually be like studying one programme at different locations. The degree of substantive co-operation and integration actually implemented could be analysed by addressing it in specific substantive terms in the respective disciplines. This would surpass the potentials of a questionnaire survey, targeting those in the administration of institutions of higher education who are in charge of general policies and measures. It is possible, though, to address visible structural changes in this context aimed to serve Europeanisation and internationalisation of course programmes.

As Table 4.6 shows:

- adaptation of curricula in order to include a European dimension occurred at more than half of the ERASMUS and LINGUA supported institutions (60 percent);
- at half of the institutions, credit transfer arrangements were used (50 percent);
- at about one-third of the institutions, one or several course programmes comprised mandatory study abroad periods (35 percent); and, finally
- more than one-quarter of the ERASMUS and LINGUA supported institutions named awarding of double degrees (28 percent) and active recruitment of foreign staff (26 percent) as policies occurring at their institution in order to internationalise the course programmes.

It should be noted, though, that the responses to this question might have created a distorted picture about the frequency of these activities. The respondents could answer affirmatively, if the respective practices were found in just a single course programme at their institution. A more realistic picture in this respect was provided by local programme directors of ERASMUS Inter-University Co-operation Programmes surveyed in 1993. According to this survey, mandatory study periods were only employed in 18 percent of the cases or the award of double degrees in 8 percent of the cases.

Comparing the various activities of structuring the internationalisation of course programmes, we note that German, British, French and Dutch institutions were most active in this respect among institutions of EC countries. Austrian, Swiss and Finnish institutions turned out to be similarly active.

Table 4.6
Structuring the Ways of Internationalisation of Course Programmes at
ERASMUS and LINGUA Supported Institutions, by Country (percent; multiple reply possible)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
Through use of mandatory study abroad periods	12	31	14	35	44	11	10	55	54
Through use of double degrees	8	36	35	30	40	22	17	9	35
Through its policy on recruitment of foreign staff	11	48	14	20	26	11	0	27	27
By adapting the curriculum to include a European dimension	59	63	30	55	57	67	45	73	70
Through use of credit transfer arrangements	36	88	62	55	34	33	38	82	46
Other	36	21	22	15	34	11	24	27	38
Not ticked	12	4	19	5	6	11	28	0	5
Total	174	291	195	215	242	167	162	273	276
(n)	(66)	(117)	(37)	(20)	(198)	(9)	(29)	(11)	(37)
	P	UK	A	CH	N	S	SF	Other	Total
Through use of mandatory study abroad periods	7	60	8	27	43	50	38	25	35
Through use of double degrees	7	26	8	36	0	17	10	0	28
Through its policy on recruitment of foreign staff	21	15	67	55	0	25	38	75	26
By adapting the curriculum to include a European dimension	52	77	75	45	43	67	62	75	60
Through use of credit transfer arrangements	7	44	67	55	29	42	95	50	50
Other	17	10	17	27	0	8	14	25	25
Not ticked	34	13	0	18	29	17	0	0	10
Total	145	245	242	264	143	225	257	250	234
(n)	(29)	(78)	(12)	(11)	(7)	(12)	(21)	(4)	(698)

Question 2.2: How does your institution structure the internationalisation of your course programme?

As already discussed before, a visible European dimension in the curricula was more likely to be realised in humanities and social sciences than in sciences and engineering, due to the nature of the respective disciplines. Thus, it is most surprising to note that even 38 percent of institutions specialising in sciences and engineering reported adaptations of the content of curricula to include a European dimension (in comparison to 68 percent of general institutions and 60 percent of institutions specialising in humanities and social sciences).

It is worth mentioning that institutions of higher education who participated in ERASMUS in its inauguration year were more active internationally than institutions getting involved later:

- use of double degrees (48 percent as compared to 24 percent of the remaining institutions) as well as a deliberate policy to recruit foreign staff (44 percent as compared to 23 percent) could be found at the ERASMUS-pioneer generation of institutions twice as often than at institutions of higher education joining ERASMUS later; and
- institutions already participating in ERASMUS in 1987/88 were somewhat more active regarding the European dimension of curricula (71 percent as compared to 59 percent), use of credit transfer arrangements (58 percent as compared to 48 percent), and mandatory study abroad provisions (45 percent as compared to 34 percent).

Obviously, institutions of higher education being awarded ERASMUS grants in the year of its inauguration were a special group of institutions with strong activities in respect to internationalisation. Many of these institutions were already involved in European and international co-operation activities for a long time and had already received grants under the auspices of Joint Study Programmes.

4.4 Units Serving European and International Activities

The institutions of higher education surveyed were asked to describe the administrative or service units specifically in charge of international activities. Information was asked regarding the prime tasks and the major functions of those units, their allocation within the institutions, the year of establishment, the number of professional and secretarial staff involved, and the estimated proportion of activities related to ERASMUS and LINGUA (Action II). As categories for responses were not provided, the specific features of different institutions could be explored. However, information on some categories remained too incomplete to be reported here.

Table 4.7
Allocation of Service Units Specifically in Charge of International Activities,
Number of Staff Employed and Proportion of Activities Related to ERASMUS
and LINGUA in 1993 (percent and mean of institutions of higher education)

	Proportion of institutions	Average number of academic staff	Average number of other staff	Proportion of activities related to ERASMUS
a) All institutions				
One central unit	51	2.2	1.4	40
Two or more central units	16	4.6	4.0	40
Specialised central unit	27	6.0	2.0	27
Interdepartmental unit	1	2.0	1.1	13
Departmental unit	22	3.2	1.2	46
Joint unit with other institutions	7	1.3	1.1	37
Joint unit with industry	1	3.5	2.6	40
Other	5	2.2	3.0	42
b) Institutions with up to 2,000 students enrolled				
One central unit	38	1.4	1.0	40
Two or more central units	6	3.7	2.9	40
Specialised central unit	12	3.8	1.0	27
Interdepartmental unit	0	4.0	-	10
Departmental unit	10	1.2	.7	57
Joint unit with other institutions	4	.9	.6	24
Joint unit with industry	1	2.5	2.5	100
Other	3	1.3	1.5	56
c) Institutions with 2,001 to 10,000 students enrolled				
One central unit	69.2	2.7	1.1	40
Two or more central units	15.9	3.3	2.5	32
Specialised central unit	37.4	4.0	1.8	27
Interdepartmental unit	2.2	1.0	.3	15
Departmental unit	34.1	3.0	1.3	42
Joint unit with other institutions	9.3	1.3	1.7	32
Joint unit with industry	1.6	4.0	2.5	33
Other	3.3	1.8	2.0	51
d) Institutions with more than 10,000 students enrolled				
One central unit	57	2.7	2.5	40
Two or more central units	39	5.6	5.1	46
Specialised central unit	52	9.5	2.7	27
Interdepartmental unit	2	1.0	2.0	-
Departmental unit	38	4.4	1.4	45
Joint unit with other institutions	15	1.6	1.1	51
Joint unit with industry	1	4.0	2.8	0
Other	9	3.3	4.4	26

Question 3.2: Please describe the units specifically in charge of international activities.

Altogether, 71 percent of the institutions reported that they had one or more units specially in charge of European and international activities. Provision of at least one unit was almost a matter of course.

The by far most frequent type of units established for international activities was a central unit for international relations. Two-thirds of the institutions surveyed had such a central office for international affairs, i.e. almost all of the institutions having any unit in charge of international activities at all. Actually, 51 percent had one and 16 percent more than one central units specifically in charge of international activities (see Table 4.7)

Even if we control the number of students, we note that non-university institutions of higher education were less frequently equipped with units for international relation or any other specialised central units. As Table 4.8 shows, 66 percent of the universities with at most 5,000 students stated the existence of a special unit for international activities while the respective proportion was 54 percent of the non-university institutions. On the other hand, only slight differences could be observed between universities and non-universities with more than 5,000 students enrolled.

Table 4.8
Organisation of Units in Charge of International Activities at ERASMUS and LINGUA Supported Institutions in 1993, by Type and Size of Higher Education Institution (percent of institutions of higher education)

	Type and size of higher education institution				Total
	University up to 5000 students	University more than 5000 students	Non-univ. up to 5000 students	Non-univ. more than 5000 students	
Central unit(s)	57	94	49	90	67
Specialised central unit	16	53	16	30	28
Interdepartmental unit	0	3	0	7	1
Unit on departmental level	11	33	19	60	22
Joint unit together with other institutions	3	13	6	13	8
Joint unit together with industry and commerce	1	2	0	0	1
Other	2	8	3	7	4
No specialised units	34	6	46	10	28
Total	126	209	139	217	159
(n)	(218)	(200)	(216)	(30)	(664)

Question 3.2: Please describe the units specifically in charge of international activities.

Some national differences came into play looking at the establishment of units in charge of international activities, as Table 4.9 shows. A considerable number of Dutch institutions of higher education had, in addition to central units, specialised units at the departmental level; thus going a stage further than other countries which opted for units specialised in international activities. Otherwise, specialised central units were relatively frequent at Swiss, Finnish, German and British institutions of higher education. Units at departmental level were more frequent than average in Greece, Spain, Germany and Sweden. In contrast, units for international activities were least common in Ireland and Portugal.

Apart from specialised central units and interdepartmental units which were most often in charge of language training, the staff of all other units in charge of international activities focused about 40 percent of their activities on ERASMUS and LINGUA (see Table 4.7 above). This finding underscores the importance of these European mobility and co-operation programmes.

On average, ERASMUS and LINGUA supported institutions of higher education had four professional staff and two and a half other staff positions reserved for international activities (including those for service units such as language centres and including positions allocated to departments). These figures varied substantively, as one might expect, by the size of the institutions. Those with up to 2,000 students reported about one and half professional and one other staff member in 1993 while institutions with between 2,000 and 10,000 students employed five academic staff and two and half other staff on average for these purposes; institutions with more than 10,000 students had as many as 11 professional and six other staff.

Only 21 percent of the institutions of higher education surveyed had already at least one unit specifically in charge of international activities in the year 1986, i.e. in the year prior to the inauguration of the ERASMUS programme. As Table 4.10 suggests, a substantial number of those specialised units were founded at the time the respective institution of higher education got involved in ERASMUS or during the subsequent years.

Table 4.9
Organisation of Unit in Charge of International Activities at ERASMUS and LINGUA Supported Institutions of Higher Education in 1993, by Country
 (percent of institutions of higher education)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
One central unit	31	67	50	32	51	56	54	9	63
Two or more central units	14	17	14	58	9	33	25	18	20
Specialised central unit	14	42	11	26	18	22	32	18	40
Interdepartmental unit	0	1	0	0	1	0	0	0	11
Unit on departmental level	14	34	14	37	15	44	14	9	54
Joint unit together with other institutions	3	14	17	5	5	11	0	0	14
Joint unit together with industry and commerce	0	2	0	0	1	0	7	0	0
Other	5	6	0	0	4	0	7	0	3
No specialised units	49	14	33	11	32	11	14	73	9
Total	129	197	139	168	135	178	154	127	214
(n)	(65)	(116)	(36)	(19)	(195)	(9)	(28)	(11)	(35)

	Country								
	P	UK	A	CH	N	S	SF	Other	Total
One central unit	42	47	58	18	43	75	62	0	51
Two or more central units	0	21	8	36	14	8	19	0	16
Specialised central unit	4	41	33	55	14	33	52	0	27
Interdepartmental unit	0	1	0	0	0	0	5	0	1
Unit on departmental level	19	23	0	18	0	33	19	25	22
Joint unit together with other institutions	4	5	25	18	0	0	5	0	7
Joint unit together with industry and commerce	0	3	0	0	0	0	0	0	1
Other	0	5	17	18	0	0	10	0	5
No specialised units	54	29	33	27	43	17	19	75	29
Total	123	176	175	191	114	167	190	100	159
(n)	(26)	(78)	(12)	(11)	(7)	(12)	(21)	(4)	(685)

Question 3.2: Please describe the units specifically in charge of international activities.

Table 4.10
Year of Establishment of Unit in Charge of International Activities at ERASMUS and LINGUA Supported Institutions of Higher Education, by Year of First Participation in ERASMUS (percent of institutions of higher education)

Year of establishment	Year of first participation						Total
	87	88	89	90	91	92	
Prior to 1987	33	33	22	13	12	13	21
1987	13	14	6	2	6	4	7
1988	13	15	7	9	3	3	8
1989	20	20	20	6	4	9	13
1990	17	14	7	12	14	16	14
1991	12	13	13	16	14	18	14
1992	24	13	23	21	9	22	19
1993	10	12	10	9	10	13	11
1994	6	4	2	2	4	5	4
Not ticked	5	3	5	5	3	3	4
No specialised units	18	15	28	33	40	32	27
Total	170	156	141	128	121	138	143
(n)	(104)	(108)	(87)	(82)	(90)	(158)	(629)

Question 3.2: Please describe the units specifically in charge of international activities.

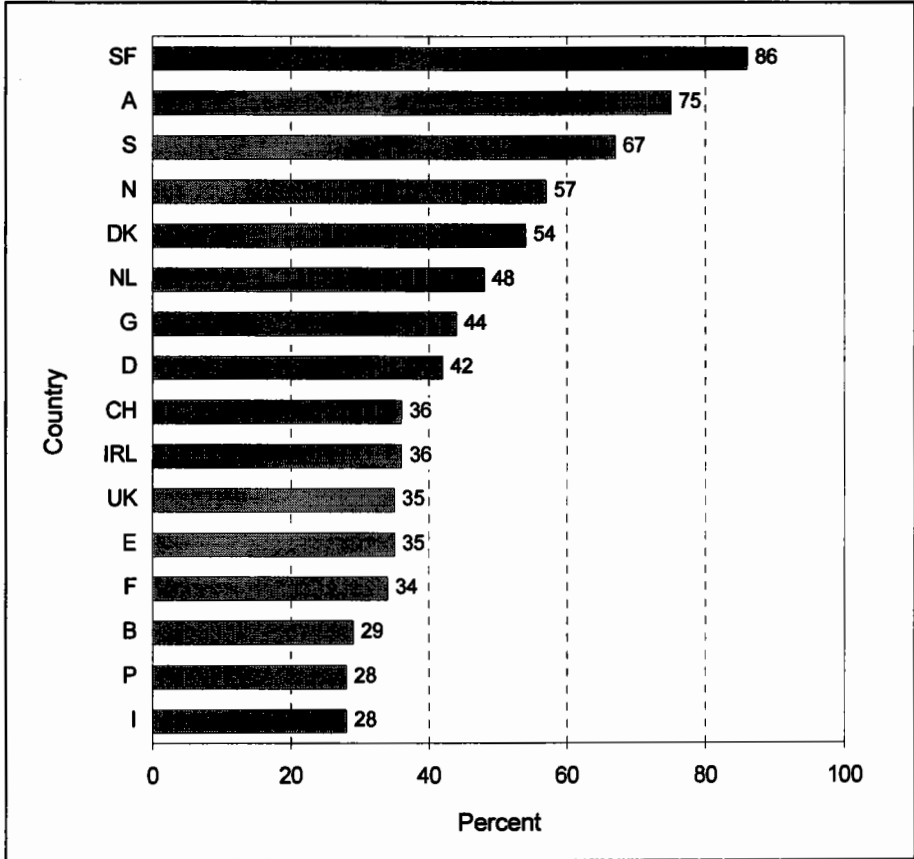
4.5 Use of Foreign Languages in Course Programmes

At 40 percent of the institutions surveyed, some teaching and learning was undertaken in a foreign language. The questions posed do not, however, allow us to estimate the number of course programmes involved and the extent to which foreign languages were used in the framework of the respective programmes. According to the questions posed, the 40 percent named above might include cases where only partial teaching in one foreign language took place within a single course programme.

Teaching and learning in a foreign language was most often reported by Finnish (86 percent) as well as Austrian (75 percent) and Swedish (67 percent) institutions of higher education. Among EU countries, at the time the survey was conducted, this quota was highest at Danish institutions (54 percent) while on the other hand,

less than 30 percent of institutions of higher education in Italy, Portugal and Belgium provided any instruction in a foreign language, as Chart 4.1 shows.

Chart 4.1
Proportion of Institutions of Higher Education at Which Foreign Languages were Used in 1992/93 as Medium of Instruction in Some Areas (percent)

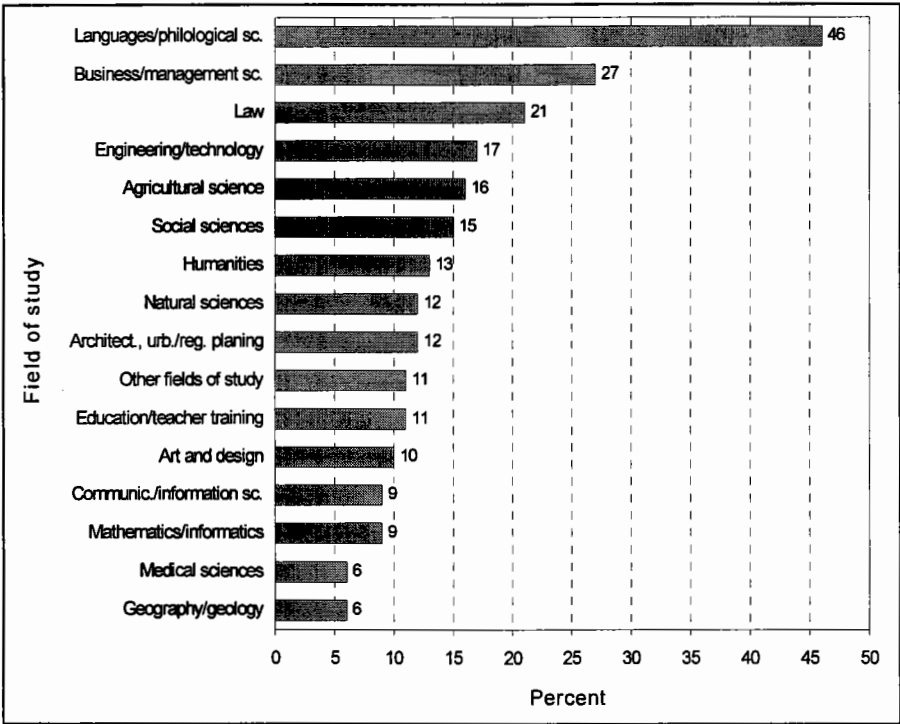


Question 1.4.3: In which subject areas were 1992/93 course programmes provided wholly or partially through the medium of foreign language?

The survey allows us to determine the proportion of fields of studies where some teaching and learning was undertaken in a foreign language among all the cases in which this field was taught at the ERASMUS and LINGUA supported institutions responding to this questionnaire.

For example, foreign language studies and other philological fields were offered at 221 of the nearly 700 institutions of higher education responding. At 46 percent of the 221 institutions providing these fields, some instruction was undertaken in a foreign language in at least one of the course programmes within this group of foreign language and philological fields. As one might expect, this was the highest quota.

Chart 4.2
Proportion of Subject Areas Providing Course Programmes Taught Wholly or Partially in a Foreign Language in 1992/93 (percent of institutions of higher education)



Question 1.4.3: In which subject areas were 1992/93 course programmes provided wholly or partially through the medium of foreign language?

Chart 4.2 shows that teaching and learning through the medium of a foreign language could be most frequently observed, in addition to foreign language and philological fields, in business studies (27 percent) and law (21 percent). Of the fields of studies grouped that way, foreign language was used as a means of instruction in 16 percent of the institutions offering these subjects.

Table 4.11
Proportion of Subject Areas at ERASMUS and LINGUA Supported Institutions of Higher Education Providing Course Programmes Taught Wholly or Partially in a Foreign Language, by Country (mean of percentages)

	Country							Total
	D	E	F	I	UK	Other EU	EFTA	
Languages/philological sc.*	42	40	43	37	52	45	54	46
Business studies/ management sciences	24	6	32	11	9	34	55	27
Law	18	0	20	7	7	55	38	21
Engineering/technology	16	14	16	0	7	19	40	17
Agricultural sciences	21	0	29	10	0	17	50	16
Social sciences	7	0	12	15	2	27	35	15
Humanities	3	7	10	7	9	29	24	13
Natural sciences	8	0	13	0	7	13	39	12
Architecture/urban and regional planning	14	0	8	0	4	16	25	12
Education/teacher training	8	6	6	0	5	17	18	11
Art and design	3	0	10	0	7	21	15	10
Communication/information sc.	0	29	7	0	3	10	23	9
Mathematics/informatics	7	13	8	13	5	8	18	9
Medical sciences	0	0	0	7	4	13	11	6
Geography/geology	0	0	6	8	0	15	14	6
Other fields of study	15	0	8	0	0	13	24	11

Question 1.4: Please fill in the chart below, which refers to several aspects of the disciplinary profile of your institution in 1992/93 (multiple reply possible).

In which subject areas were 1992/93 course programmes provided wholly or partially through the medium of a foreign language?

* Sequence according to frequency

In Table 4.11, the proportion of foreign language teaching in the respective fields is shown for the individual larger countries of the European Union, and in total for all of the smaller European countries and all EFTA countries. This selection was made, because the absolute number of cases per field was too small to provide any meaningful results for the other countries taken alone. The data suggest that, as one might expect, foreign languages were by far more frequently used as a medium of instruction in the smaller countries than in the larger countries. Regarding the larger countries, the use of foreign language as a medium of instruction was more wide-spread across fields of study in France and Germany than in the United Kingdom, Italy and Spain.

4.6 Foreign Language Training Provisions

Asked about the provision of foreign language training at their institution of higher education, only three percent reported that no foreign language training at all was provided at their institution. A further 11 percent did not respond to this question thus leaving open whether no language training was offered at these institutions.

In assuming that the non-responses do not indicate lack of foreign language provisions and excluding the institutions for which the respective language was the home language, we note that the ERASMUS and LINGUA supported institutions provided, on average, internal foreign language training in more than four official EC languages.

As Table 4.12 shows, the majority of Swiss and Spanish institutions provided foreign language training in at least 5 official EU languages. One has to bear in mind, though, that the size of the institutions in the respective countries comes into play here.

As Chart 4.3 shows, English, French, German and Spanish was offered at most institutions. Italian was provided at about half of the institutions and the other foreign languages at between 8 and 21 percent of the institutions.

Table 4.13 shows the internal foreign language provisions of the official EU languages by ERASMUS and LINGUA supported institutions in all EU and EFTA countries. We note for example that teaching of the languages of the small EU countries was most frequently provided on average at Swiss and Spanish institutions. Again, we have to bear in mind that the size of the institution plays a role. This does not disqualify the finding: It is easier for Swiss and Spanish students to prepare themselves linguistically for study in a small EU country than for students from institutions in other countries.

Table 4.12
Number of EU Languages in Which Training Courses are Provided at ERASMUS and LINGUA Supported Institutions in 1993, by Country of Institution of Higher Education (percent)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
1 - 2	28	10	39	17	17	11	19	38	26
3	18	19	25	17	21	33	0	38	23
4	23	29	14	6	30	33	41	25	23
5	12	18	11	28	17	11	22	0	13
6 - 9	19	23	11	33	15	11	19	0	16
Total	100	100	100	100	100	100	100	100	100
(n)	(57)	(109)	(28)	(18)	(189)	(9)	(27)	(8)	(31)

	P	UK	A	CH	N	S	SF	Other	Total
	1 - 2	45	15	27	20	67	29	15	50
3	14	21	9	0	0	29	30	50	20
4	32	22	45	10	33	0	25	0	26
5	5	21	9	20	0	0	5	0	16
6 - 9	5	22	9	50	0	43	25	0	18
Total	100	100	100	100	100	100	100	100	100
(n)	(22)	(68)	(11)	(10)	(3)	(7)	(20)	(4)	(621)

Question 4.5: In which of the following European languages is language training provided to your own students or staff members by or on behalf of your institution and where do the courses take place, internally or externally? (multiple reply possible)

As Table 4.14 shows, students enrolled at ERASMUS and LINGUA supported institutions with more than 20,000 students were most likely to have the opportunity to take foreign language training in at least six other official EU languages. At 65 percent of the institutions, students could choose between 6 or more languages, at 25 percent between 4 or 5 languages, and only at 10 percent, between 3 or less foreign official EC languages. In contrast, students enrolled at institutions with at most 500 students had the opportunity to take foreign language training in only two other official EU languages on average. Only 10 percent of these institutions offered foreign language training in more than 4 languages.

On average, ERASMUS and LINGUA supported institutions of higher education provided courses in less than one official EU language externally, i.e. in cooperation with other institutions (for example language schools or other institu-

Table 4.13
Internal Language Training Provision at ERASMUS and LINGUA Supported Institutions in 1993, by Country of Institution of Higher Education
 (percent, multiple reply possible)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
Danish	8	9	0	10	3	11	7	0	3
Dutch	27	23	3	25	7	11	14	0	0
English	80	91	59	85	94	100	86	0	73
French	35	89	32	80	0	100	72	64	54
German	55	0	49	70	81	89	69	73	46
Greek	8	17	0	20	8	0	7	0	3
Italian	24	60	8	55	49	56	0	18	16
Portuguese	12	28	5	30	19	11	28	0	11
Spanish	41	81	16	0	78	22	66	45	43
Other European languages	12	56	3	25	18	11	28	0	19
No courses provided internally	3	0	16	5	1	0	7	0	11
Not ticked	14	7	24	10	5	0	7	27	16
Total	318	461	216	415	361	411	390	227	295
(n)	(66)	(117)	(37)	(20)	(198)	(9)	(29)	(11)	(37)

(continued)

tions of higher education). This was most common for English (16 percent) and French (14 percent) and least common for the Danish and Greek (5 percent each) languages. Thus, we might argue that external provision of foreign languages might serve languages not offered internally, but did not play a compensatory role in total regarding the provision of rare languages.

About 70 percent of the foreign language provisions at each ERASMUS and LINGUA supported institutions were offered, exclusively or in most cases among others, to ERASMUS students and to other students going abroad. Slightly more than half of the foreign language training was provided, exclusively, or among others, to students enrolled in foreign language programmes and, in addition, more than one-third of the foreign language training programmes were considered to be targeted to academic and administrative staff.

(Table 4.13 cont.)

	Country							
	P	UK	A	CH	N	S	SF	Other
Danish	0	13	8	27	0	17	19	25
Dutch	3	23	17	27	0	17	24	0
English	66	0	83	82	0	0	0	50
French	45	81	75	45	43	42	90	50
German	34	74	0	45	43	42	95	50
Greek	0	10	0	36	0	25	14	0
Italian	3	55	50	73	0	17	38	25
Portuguese	0	19	25	36	0	17	10	0
Spain	21	72	42	73	14	33	71	25
Other European languages	7	23	50	36	0	25	67	0
No courses provided internally	10	4	0	0	0	8	0	0
Not ticked	24	12	8	9	57	33	5	0
Total	214	386	358	491	157	275	433	225
(n)	(29)	(78)	(12)	(11)	(7)	(12)	(21)	(4)

Question: 4.5 In which of the following European languages is language training provided to your own students or staff members by or on behalf of your institution and where do the courses take place, internally or externally?

Table 4.15 provides an overview of the proportion of foreign language courses offered for students aiming to go abroad (in the framework of ERASMUS/LINGUA and/or otherwise) and for students enrolled in foreign language studies. It is obvious that more than 40 percent of the foreign language provisions were offered exclusively for students aiming to go abroad and jointly for students aiming to go abroad and enrolled in foreign language studies. Only 10 percent of the foreign language provisions were offered exclusively for students enrolled in foreign language programmes.

Table 4.14
Number of EU Languages in Which Training Courses are Provided at ERASMUS and LINGUA Supported Institutions in 1993, by Number of Students Enrolled (percent)

	Number of students enrolled						Total
	Up to 500	501 - 2,000	2,001 - 5,000	5,001 - 10,000	10,001 - 20,000	More than 20,000	
1 - 2	43	24	13	9	6	5	20
3	26	24	21	13	14	5	19
4	20	25	43	34	23	11	27
5	6	16	14	20	27	14	16
6 - 9	4	10	9	24	30	65	19
Total	100	100	100	100	100	100	100
(n)	(114)	(181)	(91)	(82)	(81)	(57)	(606)

Question 4.5: In which of the following European languages is language training provided to your own students or staff members by or on behalf of your institution and where do the courses take place, internally or externally? (multiple reply possible)

Table 4.15
Target Groups of Foreign Language Training Provisions in the Official EU Languages at ERASMUS and LINGUA Supported Institutions of Higher Education in 1993 to Students Enrolled in Foreign Language Studies and Aiming to Go Abroad (percent of institutions of higher education)

	Exclusively for students in foreign language studies	For both	Exclusively for students aiming to go abroad	Not provided	Total
English	9	38	43	10	100
French	9	41	37	13	100
German	10	39	31	20	100
Spanish	9	30	33	28	100
Italian	7	19	23	51	100
Portuguese	3	11	10	76	100
Dutch	3	9	10	78	100
Greek	3	6	4	87	100
Danish	1	5	4	90	100

Question 4.6: For which of your own students and staff are language courses provided? (multiple reply possible)

Table 5.5
Formal Involvement of Central Institutional Level and the Departmental Level in Selected ERASMUS and LINGUA Related Activities, by Type of Higher Education Institution (percent of institutions of higher education)

Level involved	Type of higher education institution		Total
	University	Non-university	
Taking initiative for the establishment of ICPs			
Only central	27	27	27
Central and departmental	36	34	35
Only departmental	32	34	33
None	4	5	5
Key decision regarding academic issues			
Only central	23	21	22
Central and departmental	16	15	16
Only departmental	50	48	50
None	11	16	13
Key decision regarding administrative issues			
Only central	63	47	57
Central and departmental	19	21	20
Only departmental	8	16	11
None	9	16	12
Key decision regarding resources/financial issues			
Only central	53	43	50
Central and departmental	25	26	25
Only departmental	10	18	13
None	12	13	13
Total	100	100	100
(n)	(391)	(229)	(620)

Question 4.2: In which of the following ERASMUS and/or LINGUA (Action II) related activities are the central level (the rector, the general administration, committees, international office, etc.) and the departments of your institution of higher education formally involved and which role do they actually play?

In comparing institutions of the university sector to those of the non-university sector, we cannot confirm the widely held view that university departments have a substantial control of European and international activities. On the contrary, sole formal involvement of the central level was much more frequent among universities, while the departments in the non-university sector had more often a formal say in international activities than those at universities (see Table 5.5).

5.2 Role Actually Played by Central Level

In response to the request to rate the role actually played by the central level and the departmental level in terms of initiating and taking decisions about ERASMUS and LINGUA related activities, respondents conceived the role actually played as very close to the formal role. On the one hand, the departments actually dominated somewhat, when initiatives were taken to establish ICPs, when academic issues were at stake and regarding the provision of work placements. On the other hand, the central level was actually more influential regarding administrative issues in general, resources and financial matters of student mobility and co-operation and support by the central level for mobility and co-operation activities.

Looking at the responses by country across all 11 items (see Table 5.6), we note that:

- the role of the central level regarding ERASMUS and LINGUA was considered strongest in Norway and Italy. In both countries, the central level was viewed as extraordinarily influential regarding those matters where the central influence tended to dominate. A balance of central and departmental influence on average was reported regarding issues where the departments tended to dominate in other countries;
- the role of the departmental level seemed to be strongest in Ireland and Switzerland. They were exceptional in stating a weak influence of the central level in matters dominated by the central level in other countries; and
- the role of the central and departmental level was most polarised in Germany and Austria. In these countries, according to the respondents, the central level was very strong in those matters more likely to be dominated by the central level and the departmental level strong where it was most likely to dominate.

Looking at the size of the institutions in terms of the number of students, we observe that the smaller the institution was the weaker also was the influence of the departments in the typically departmental affairs of mobility and co-operation. Notably, the departmental level played a weak role at institutions with 500 to 2,000 students and even more so at institutions with less than 500 students, as

ble 5.7 shows. On the other hand, the influence of the central level on issues which are typically central affairs did not, on average, vary substantially according to the size of the institution. Thus, we note that the typical division of functions between the central and the departmental level tended to be blurred at small institutions in favour of involvement of the central level in academic matters.

Table 5.6
Actual Role of Central Versus Departmental Level Regarding ERASMUS and LINGUA Related Activities, by Country (mean* ; institutions of higher education)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
Taking initiative for the establishment of ICPs	3.4	3.8	3.1	3.6	3.3	3.5	3.0	4.0	4.1
Preparing the academic agenda of co-operation and exchange	3.9	4.3	4.0	3.2	3.1	4.5	3.0	4.5	3.9
Preparing the admin. agenda of co-operation and exchange	3.7	2.2	2.2	2.0	2.5	2.4	1.8	3.5	3.3
Preparing funding conditions for international activities	2.8	2.3	2.0	1.8	2.3	2.4	1.3	3.3	2.7
Key decision regarding academic issues	3.1	4.7	3.7	4.0	3.3	3.4	2.6	3.8	3.9
Key decision regarding administrative issues	2.5	1.8	1.8	2.1	2.2	2.3	1.5	3.0	2.8
Key decision regarding resources/financial issues	2.5	2.7	1.8	2.1	2.3	2.0	1.7	2.7	2.7
Key decision regarding support by the central administration	2.3	1.9	1.7	1.7	1.9	1.9	1.5	2.1	2.0
Key decision regarding support by international offices	2.3	2.0	2.1	2.2	2.1	2.3	1.4	2.2	2.4
Key decision regarding support by central services	2.2	2.4	2.5	2.4	2.2	2.2	2.1	3.6	2.1
Provision of work placements	4.3	3.6	3.3	2.6	3.5	2.7	3.7	4.0	4.2

(continued)

* On a scale from 1 = "clearly dominant at central level" to 5 = "clearly dominant on departmental level"

(Table 5.6 cont.)

	Country								Total
	P	UK	A	CH	N	S	SF	Other	
Taking initiative for the establishment of ICPs	3.6	3.9	3.7	3.2	2.0	3.3	2.9	3.3	3.5
Preparing the academic agenda of co-operation and exchange	3.9	4.2	4.2	3.6	2.6	3.7	3.8	3.5	3.7
Preparing the admin. agenda of co-operation and exchange	3.2	2.9	2.6	2.1	1.9	2.2	2.5	2.3	2.6
Preparing funding conditions for international activities	2.3	2.8	2.6	2.1	2.0	2.1	2.1	1.0	2.3
Key decision regarding academic issues	3.8	3.9	4.8	4.8	3.6	3.4	4.3	3.5	3.8
Key decision regarding administrative issues	2.3	2.5	2.6	1.6	1.4	1.8	2.1	2.0	2.1
Key decision regarding resources/financial issues	2.0	2.6	3.4	1.9	1.7	2.4	2.3	2.0	2.4
Key decision regarding support by the central administration	1.8	1.8	2.4	1.1	1.1	1.2	1.2	2.0	1.8
Key decision regarding support by international offices	2.5	1.7	2.5	1.6	1.1	1.3	1.3	1.0	2.0
Key decision regarding support by central services	3.3	2.4	2.7	1.8	1.7	1.7	2.3	1.0	2.3
Provision of work placements	4.1	4.5	3.4	3.4	3.2	3.0	3.2	4.0	3.8
(n)	(57)	(109)	(29)	(18)	(157)	(8)	(25)	(10)	(35)

Question 4.2: In which of the following ERASMUS and/or LINGUA (Action II) related activities are the central level (the rector, the general administration, committees, international office, etc.) and the departments of your institution of higher education formally involved and which role do they actually play?

* On a scale from 1 = "clearly dominant at central level" to 5 = "clearly dominant on departmental level"

Table 5.7
**Actual Role of Central Versus Departmental Level Regarding ERASMUS and LINGUA Related Activities, by Number of Students Enrolled (mean*;
institutions of higher education)**

	Number of students enrolled						Total
	Up to 500	501 - 2,000	2,001 - 5,000	5,001 - 10,000	11,000 - 20,000	20,001 and more	
Taking initiative for the establishment of ICPs	2.8	3.2	3.7	3.9	4.1	4.0	3.5
Preparing the academic agenda of co-operation and exchange	3.2	3.5	4.0	4.2	4.1	3.9	3.7
Preparing the admin. agenda of co-operation and exchange	2.7	2.8	2.7	2.7	2.4	2.0	2.6
Preparing funding conditions for international activities	2.2	2.5	2.5	2.3	2.3	2.1	2.3
Key decision regarding academic issues	3.1	3.4	4.1	4.3	4.1	4.3	3.8
Key decision regarding administrative issues	2.1	2.4	2.1	2.1	1.9	2.0	2.1
Key decision regarding resources/financial issues	2.2	2.3	2.5	2.5	2.4	2.3	2.4
Key decision regarding support by the central administration	1.9	2.0	2.0	1.7	1.6	1.6	1.8
Key decision regarding support by international offices	2.3	2.2	2.2	1.7	1.8	1.6	2.0
Key decision regarding support by central services	2.3	2.3	2.7	2.2	2.3	2.3	2.3
Provision of work placements	3.5	3.8	3.5	4.0	4.1	3.6	3.7
(n)	(97)	(182)	(91)	(85)	(82)	(56)	(593)

Question 4.2: In which of the following ERASMUS and/or LINGUA (Action II) related activities are the central level (the rector, the general administration, committees, international office, etc.) and the departments of your institution of higher education formally involved and which role do they actually play?

* On a scale from 1 = "clearly dominant at central level" to 5 = "clearly dominant on departmental level"

The strong role of the central level at small institutions regarding matters mostly dominated by the departmental level can be illustrated by presenting percentages of those responses which indicated a dominance of either level or a balance of the role of the central and departmental level:

- the central level played a dominant role when taking the initiative for the establishment of ICPs at only 9 percent of the ERASMUS and LINGUA supported institutions with more than 20,000 students and at 10 percent of institutions with 10,000 to 20,000 students. On the other hand, the central levels dominated at 36 percent of the institutions with 500 to 2,000 students and as many as 51 percent of institutions with at most 500 students;
- similarly, the central level seldom dominated at large institutions, if it came to key decisions regarding academic issues (11 percent at institutions with more than 20,000 students and 14 percent at those with 10,000 to 20,000 students). At smaller institutions, the departmental level was more likely to dominate in the majority of cases. However, the quota of institutions where the central level dominated in this respect was clearly not negligible (30 percent at institutions with 500 to 2,000 students and even 38 percent at institutions with at most 500 students).

Table 5.8
Index of the Role Actually Played by Central and Departmental Levels on Average of All ERASMUS and LINGUA Related Activities at ERASMUS and LINGUA Supported Institutions of Higher Education, by Number of Students Enrolled (percent)

Role played by central level	Number of students enrolled						Total
	Up to 500	501-2,000	2,001-5,000	5,001-10,000	10,000-20,000	20,000 and more	
Comparable high	34	26	15	11	11	12	21
2	12	16	10	19	18	33	17
3	16	15	38	26	40	30	25
4	18	19	20	28	24	19	21
Comparable low	20	24	17	16	6	5	17
Total (n)	100 (115)	100 (195)	100 (94)	100 (85)	100 (82)	100 (57)	100 (628)

Question 4.2: In which of the following ERASMUS and/or LINGUA (Action II) related activities are the central level (the rector, the general administration, committees, international office, etc.) and the departments of your institution of higher education formally involved and which role do they actually play?

In aggregating the answers to all the 11 items regarding the actual influence of the central and the departmental level we note a finding which clearly matches those regarding the formal involvement (see Table 5.8). Small institutions were more often in the categories 1 or 5 than large ones: they more often pursued either a relatively consistent centralised role or a relatively consistent decentralised management of mobility and co-operation. Large institutions, in contrast, were more often in the categories 2 to 4: they were more likely to share responsibilities or polarise their functions, accept a strong departmental influence in academic matters on the one hand and a strong influence of the central level in administrative affairs.

Table 5.9
Actual Role Played by Central/Departmental Level for ERASMUS and LINGUA Supported Activities, by Type of Institution of Higher Education (mean*)

	Type of institution of higher education		Total
	University	Non-university	
Taking initiative for the establishment of ICPs	3.5	3.5	3.5
Preparing the academic agenda of co-operation and exchange	3.6	3.9	3.7
Preparing the admin. agenda of co-operation and exchange	2.5	2.9	2.6
Preparing funding conditions for international activities	2.2	2.6	2.4
Key decision regarding academic issues	3.7	3.9	3.8
Key decision regarding administrative issues	2.0	2.4	2.1
Key decision regarding resources/financial issues	2.3	2.6	2.4
Key decision regarding support by the central administration	1.7	2.0	1.8
Key decision regarding support by international offices	1.9	2.3	2.0
Key decision regarding support by central services	2.2	2.6	2.3
Provision of work placements	3.6	4.0	3.8
(n)	(387)	(220)	(607)

Question 4.2: In which of the following ERASMUS and/or LINGUA (Action II) related activities are the central level (the rector, the general administration, committees, international office, etc.) and the departments of your institution of higher education formally involved and which role do they actually play?

* On a scale from 1 = "clearly dominant at central level" to 5 = "clearly dominant on departmental level"

A comparison of the actual role according to the type of higher education institution confirms the impression regarding formal involvement. The departmental level also tended to be stronger in non-university institutions of higher education than in universities, when it came to the actual role the central and the departmental level played (see Table 5.9).

5.3 Overall Role Played by Various Actors

While the previous section addressed the distribution of functions according to the institutional level, the responses to another question allow us to determine the role various groups played in setting up and further developing the ERASMUS and LINGUA activities. The institutions again were asked on a scale from 1 = "no role at all" to 5 = "very important role" to rate the role various actors actually play. Eight possible actors were addressed.

The first three groups were acting on the departmental level:

- academic staff;
- administrative staff on the departmental level; and
- staff especially in charge of international affairs on the departmental level.

Four categories were chosen for persons primarily acting on the central / institutional level, namely:

- staff especially in charge of international affairs on the institutional level;
- administrative staff on the institutional level;
- key managers or decision-makers on the central level (rectors, etc.); and
- members of committees on the central level.

Finally, the role students (student associations etc. or individual students) played in the development of the ERASMUS and LINGUA programme was inquired about. This seemed appropriate because students at some institutions were known to be quite active in the process of establishing student exchange.

Altogether, we note that on average of all ERASMUS and LINGUA supported institutions academic staff (on the departmental level) and staff especially in charge of international affairs on the institutional level played the most important role in developing ERASMUS and LINGUA activities. The importance of their activities was rated, on average, 4.2 and 4.0 respectively on the five-point scale, while an important role was perceived at 76 percent and 75 percent respectively of the ERASMUS and LINGUA supported institutions responding.

In addition, the role of key managers and decision-makers at the institutional level (rectors etc.) was rated as important at the majority of institutions (62 percent, mean of 3.8 on the five-point scale).

Staff especially in charge of international affairs on the departmental level were only named at 57 percent (mean of 3.4) of the institutions as important actors in the development of the programme. One has to bear in mind that many institutions do not have specialised staff with such functions. If such staff positions existed, their holders were viewed as important actors in almost all cases.

Administrative staff at the institutional level were viewed as important for the development of the programmes at 44 percent of the institutions (mean of 3.1), with differences according to country most noticeable.

Finally, as Table 5.10 shows, the importance of the role played by students (21 percent), members of committees at a central level (20 percent) and administrative staff (19 percent) were reported by only a small number of respondents.

There are striking differences according to the institutions' countries. Three different models might be discerned regarding the composition of major actors in the development of mobility and co-operation programmes, namely:

- in Southern European countries as well as in Finland, we observe what might be called a top-down model: the role of the rectors as well as international offices or the general administration (the latter in Spain and France) was especially strong in the development of the mobility and co-operation programmes;
- in Norway and Sweden the administrative model was instrumental: staff specialised on international affairs and - possibly - administrative staff on the central level, were viewed as the key actors, while academics played a major role less frequently; and
- in all Northern EU countries as well as in Austria and Switzerland, we note an interactive model: the development of mobility and co-operation programmes was based obviously on co-operation between academics in the departments and international offices on the central level.

Committees on the central level most frequently played a role in France (64 percent). Students were reported as being influential, as far as the development of ERASMUS and LINGUA programmes were concerned, in Sweden (58 percent) and Greece (56 percent).

At non-university institutions of higher education, staff especially in charge of international affairs on the central level (65 percent as compared to 80 percent at universities) and administrative staff on the central level (31 percent as compared to 51 percent) played a lesser role in the development of mobility and co-operation programmes. On the other hand, responses did not differ on average regarding the academic staff and the key decision-makers, as Table 5.11 shows.

Table 5.10
Importance of the Role Various Actors at Institutions of Higher Education
Played in the Development of the ERASMUS and LINGUA Activities, by
Country (percent* of institutions of higher education)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
Students (associations, individual students)	19	16	29	15	17	56	38	0	32
Academic staff (D)	81	84	67	60	72	44	59	80	75
Administrative staff (D)	15	7	17	15	31	22	0	36	15
Staff especially in charge of intern. affairs (D)	64	54	63	63	64	57	27	60	77
Staff especially in charge of intern. affairs (C)	66	78	84	84	76	75	96	38	69
Administrative staff (C)	28	29	43	65	67	38	33	30	33
Key managers/decision-makers (rectors etc.) (C)	69	52	66	80	68	89	82	80	47
Members of committees (C)	19	11	45	64	20	33	40	22	14

	P	UK	A	CH	N	S	SF	Other	Total
Students (associations, individual students)	36	7	33	18	29	58	24	0	21
Academic staff on (D)	63	91	82	78	43	45	67	50	75
Administrative staff (D)	22	20	27	11	29	27	24	25	19
Staff especially in charge of intern. affairs (D)	32	52	60	13	33	75	53	0	57
Staff especially in charge of intern. affairs (C)	59	56	82	91	86	92	84	0	74
Administrative staff (C)	33	38	27	67	83	64	18	33	44
Key managers/decision-makers (rectors etc.) (C)	74	40	67	55	71	50	83	75	62
Members of committees (C)	17	17	20	25	14	27	21	0	20

Question 4.1: What role did the following persons play in developing the ERASMUS and/or LINGUA (Action II) activities at your institution?

* Categories 4 and 5 on a scale from 1 = "no role at all" to 5 = "very important role"

C = on central level

D = on departmental level

Table 5.11
Importance of the Role Various Actors at ERASMUS and LINGUA Supported Institutions of Higher Education Played in the Development of the ERASMUS and LINGUA Activities, by Type of Institution of Higher Education (percent* of institutions of higher education)

	Type of higher education institution		Total
	University	Non-university	
Students (associations, individual students)	22	19	21
Academic staff on departmental level	75	74	75
Administrative staff on departmental level	20	17	19
Staff especially in charge of international affairs on departmental level	55	61	57
Staff especially in charge of international affairs on central/inst. level	80	65	74
Administrative staff on central/institutional level	51	31	44
Key managers/decision-makers on central level (rectors etc.)	62	64	62
Members of committees on central level	25	12	20

Question 4.1: What role did the following persons play in developing the ERASMUS and/or LINGUA (Action II) activities at your institution?

* Categories 4 and 5 on a scale from 1 = "no role at all" to 5 = "very important role"

5.4 Administering ERASMUS and LINGUA

A further question aimed to explore the role various actors actually played in the daily process of administering mobility and co-operation within the framework of ERASMUS and LINGUA. Various areas of activities were addressed, namely:

- the administration and management of programmes (for example the coordination of ICPs, the administration of the grant budget or the reporting);
- network and co-operation activities (for example contacts with partner institutions or with the National Grant Awarding Authority);
- activities directly addressing the outgoing students (for example matters of selection, information or financial support); and finally
- activities directly addressing the incoming students.

The persons who possibly undertook assignments of these kinds were classified almost identically as in the question named above. Only members of committees on central level were not addressed here, because they might be expected to play a role in decision-making processes, but not in running the daily affairs.

Table 5.12
Proportion of Actors Substantially Involved in Various Regular Activities Related to ERASMUS and LINGUA - All Respondents (percent* of institutions of higher education)

	Acad. staff (dep.)	Adm. staff (dep.)	Spec. staff (dep.)	Spec. staff (cent.)	Adm. staff (cent.)	Key manager	Students
Administration and programme management							
Co-ordination of ICP(s)	48	4	18	37	8	11	1
Dissemination of information	28	7	18	48	15	9	5
Academic monitoring	67	4	15	14	5	10	1
Administration of ICP grant budget	25	7	11	43	23	11	1
Reporting procedures	38	5	14	37	14	9	4
Staffing organisation	31	4	12	28	10	25	1
Networking and co-operation							
Contacts with partner institutions within the ICP(s)	55	4	18	32	6	11	2
Contacts with NGAA(s)	13	3	9	59	17	12	1
Contacts with ERASMUS Bureau	17	3	10	52	14	12	1
Network development	50	3	18	33	6	13	1
Student related activities for outgoing students							
Selection of students	64	3	17	18	3	8	2
Academic matters	64	4	17	17	6	14	2
Preparation for the period abroad	43	5	18	30	6	4	11
(continued)							

(Table 5.13 cont.)

	Academic staff			Special staff on central level			Key manager		
	Number of students			Number of students			Number of students		
	Low	Medium	High**	Low	Medium	High	Low	Medium	High
Registration, course selection etc.	38	49	50	22	22	18	7	3	2
Accommodation	25	23	17	28	33	29	5	2	3
Matters regarding financial support	21	14	14	40	60	65	14	7	8
Other practical matters	17	12	11	33	51	50	9	2	5
Information about host institution and higher education system	39	32	43	34	42	38	11	3	4
Work placement matters	41	40	43	26	23	23	7	3	2
Student related activities for incoming students									
Selection of incoming students	44	59	60	13	13	7	10	3	2
Academic matters	51	70	71	19	12	11	15	4	8
Accommodation services	20	9	12	33	52	55	7	2	2
Special orientation programme	35	27	33	25	42	43	9	12	3
Special courses beside regular course programme	38	45	37	24	32	26	7	3	3
Organising of social events	17	15	10	20	32	35	6	2	2
Registration, course selection etc.	35	40	38	22	30	29	9	2	2
Matters regarding financial support	17	14	10	36	46	40	13	5	6
Other practical matters	16	11	8	31	54	50	8	2	1
Information about the institution and higher education system	35	24	30	32	49	48	11	5	4
Work placement matters	41	40	38	24	23	21	5	3	3

Question 4.3: Who carries out the following activities related to ERASMUS and LINGUA (Action II)?

* Percent of persons responding to the respective type of activity and rating it 4 or 5 on a scale from 1 = "not at all" to 5 = "completely" (carried out by the respective type of actors)

** Low: up to 2,000 students enrolled Medium: more than 2,000 to 10,000 students
High: More than 10,000 students

Administrative staff at the departmental level were key actors less frequently. A key role was reported in at most 8 percent of the ERASMUS and LINGUA supported institutions where the major functions resembled those of the administrative staff at the institutional level, except for lesser involvement in financial issues.

As one might expect, rectors and other central key decision-makers and managers were most frequently named in respect to staffing issues related to mobility and co-operation activities (25 percent). They were also named in more than 10 percent of the cases concerning co-ordination of the ICPs, various contact and networking activities, academic matters of outgoing and incoming students and matters of financial support for outgoing students.

Finally students were most frequently named as key actors when it came to social events with incoming students (31 percent). They also played some role regarding outgoing students: accommodation abroad (15 percent), preparation for the study period abroad (11 percent) and other practical matters for outgoing students (11 percent also).

Table 5.13 shows the differences of tasks on the part of academic staff and specialised staff for international affairs at institutional level according to the size of the institution in terms of student population. It shows clearly that the larger the number of students the more distinct were the functions of academic staff and of specialised staff at institutional level. For example academic staff were in charge of academic matters as far as outgoing students were concerned at 55 percent of small institutions (up to 2,000 students), at 71 percent of medium-size institutions (between 2,000 and 10,000 students), and at 77 percent of large institutions (more than 10,000 students). On the other hand, they played a key role in contacts with the NGAA at 16 percent of small, 10 percent of medium-size and 8 percent of large institutions of higher education.

Key managers and decision-makers at central level (rectors, etc.) played, as one might expect, the strongest role regarding mobility and co-operation in small institutions. They played a more marginal role in medium-sized institutions and, again, seemed to be somewhat more often key actors in mobility and co-operation issues than at medium-size institutions. For example, key managers played an important role in the co-ordination of ICPs at 17 percent of small, 3 percent of medium-size and 10 percent of large institutions.

Table 5.14 shows the functions of academic staff, specialised staff for international affairs at institutional level and administrative staff at institutional level in Italy, Germany and Ireland. The three countries were chosen as the most outstanding among EU countries in terms of a high degree of centralisation (Italy), a high degree of decentralisation as far as decision-making regarding mobility and co-operation was concerned (Ireland) and a polarised decision-making pattern, in

terms of high decentralisation in academic matters and high centralisation in administrative matters (Germany).

In fact, the degree of centralisation on decision-making proved to be linked to the degree of centralisation of management of regular administrative matters. By and large, Italian specialised staff at institutional level solely (or specialised staff at institutional level as well as administrative staff at institutional level) were more likely to have undertaken administrative functions than German specialised staff at institutional level; German academic staff were more involved in these administrative activities than Italian academic staff. In Ireland, however, both academic staff and specialised staff at institutional level were less frequently named as key actors at all.

Table 5.14
Role Played by Selected Actors at ERASMUS and LINGUA Supported Institutions in Various Regular Activities Related to ERASMUS and LINGUA in Italy, Germany and Ireland (percent* of institutions of higher education)

	Academic staff			Special staff on central level			Admin. Staff on central level		
	I	D	IRL	I	D	IRL	I	D	IRL
Administration and programme management									
Co-ordination of ICP(s)	65.5	36.4	48.6	48.3	9.1	44.1	13.8	9.1	2.7
Dissemination of information	20.7	18.2	27.5	75.9	27.3	52.3	20.7	9.1	8.3
Academic monitoring	58.6	50.0	90.1	6.9	.0	6.3	.0	10.0	1.8
Administration of ICP grant budget	24.1	27.3	25.7	27.6	9.1	58.7	34.5	9.1	14.7
Reporting procedures	41.4	27.3	41.8	27.6	9.1	39.1	31.0	9.1	3.6
Staffing organisation	20.0	25.0	35.7	44.0	.0	22.6	12.0	.0	8.3
Networking and Co-operation									
Contacts with partner institutions within the ICP(s)	55.2	54.5	60.6	31.0	9.1	32.1	6.9	.0	1.8
Contacts with NGAA(s)	3.7	.0	17.8	81.5	27.3	72.9	18.5	9.1	9.3
Contacts with the ERASMUS Bureau	17.2	18.2	20.6	65.5	9.1	57.0	13.8	9.1	5.6
Network development	55.6	50.0	60.0	40.7	.0	34.0	7.4	.0	1.0
Student related activities for outgoing students									
Selection of students	71.4	63.6	70.4	14.3	.0	20.4	3.6	.0	.9
Academic matters	64.3	72.7	70.4	21.4	.0	20.4	21.4	.0	4.6

(continued)

(Table 5.14 cont.)

	Academic staff			Special staff on central level			Admin. Staff on central level		
	I	D	IRL	I	D	IRL	I	D	IRL
Preparation for the period abroad	39.3	40.0	44.5	42.9	10.0	40.0	10.7	10.0	3.6
Information about ERASMUS programme and recognition	34.5	44.4	48.6	55.2	11.1	48.6	20.7	.0	7.2
Registration, course selection etc.	46.4	45.5	38.3	17.9	18.2	16.8	3.6	9.1	.0
Accommodation	11.5	40.0	13.9	50.0	10.0	30.6	7.7	10.0	4.6
Matters regarding financial support	17.9	10.0	19.6	60.7	30.0	65.4	32.1	10.0	5.6
Other practical matters	3.7	.0	12.8	55.6	20.0	64.2	11.1	10.0	9.2
Information about host institution and higher education system	42.9	33.3	31.8	35.7	11.1	50.9	7.1	11.1	5.5
Work placement matters	40.0	50.0	31.3	35.0	.0	28.1	5.0	.0	2.1
Student related activities for incoming students									
Selection of incoming students	50.0	42.9	53.3	16.7	14.3	12.0	5.6	14.3	.0
Academic matters	63.0	40.0	65.4	14.8	.0	11.5	11.1	10.0	4.8
Accommodation services	21.4	18.2	7.3	64.3	18.2	62.7	17.9	27.3	20.0
Special orientation progr.	41.7	30.0	22.1	29.2	20.0	53.8	.0	10.0	6.7
Special courses beside regular course programme	40.0	28.6	37.5	20.0	14.3	33.0	.0	.0	3.4
Organizing of social events	3.8	10.0	11.5	19.2	.0	46.2	.0	10.0	9.6
Registration, course selection etc.	27.3	27.3	37.0	13.6	18.2	35.2	18.2	27.3	20.4
Matters regarding financial support	4.3	.0	12.2	43.5	11.1	60.2	30.4	.0	7.1
Other practical matters	.0	.0	5.5	69.2	9.1	67.0	26.9	18.2	15.6
Information about the institution and higher education system	39.3	18.2	19.1	42.9	9.1	56.4	10.7	27.3	9.1
Work placement matters	38.1	28.6	29.3	33.3	.0	22.8	4.8	.0	4.3

Question 4.3: Who carries out the following activities related to ERASMUS and LINGUA (Action II)?

* Percent of persons responding to the respective type of activity and rating it 4 or 5 on a scale from 1 = "not at all" to 5 = "completely" (carried out by the respective type of actors)

Impacts of International Activities on the Institution

The prime aim of this study is to analyse the role management, administration and facilities on the central level of the higher education institutions played in the organisation of European mobility and co-operation activities in the respective institutions. As actors at the central level were asked to provide respective information, it was possible as well to ask the respondents to assess importance of international activities of that kind and their impacts on the institution as a whole.

6.1 Areas of Change

The institutions were asked to assess changes over the last five years regarding the internationalisation. The increase or decrease of internationalisation of the institution, on a scale from 1 = "considerably less/worse" to 5 = "considerable more/ better" was explored in the areas of international co-operation in research, international student exchange, academic as well as administrative support for students, foreign language provisions, visits by foreign scholars and courses taught in foreign languages.

Most respondents believed that, in fact, a substantial internationalisation has taken place at their institution. On average of the seven areas addressed, a decrease was only reported in 3 percent of the cases, a steady state in 28 percent and an increase in 69 percent of the cases.

As Table 6.1 shows, internationalisation grew most clearly in international student exchange (91 percent). A considerable growth was felt regarding administrative support (78 percent) and academic support (71 percent) for foreign students, regarding an increase in international research and of visits by foreign scholars (67 percent each) and regarding the provision of foreign languages for students (60 percent). Comparatively little progress was seen in regard to courses taught in foreign languages (39 percent).

Table 6.1
Perceived Increase of Various International Activities at ERASMUS and LINGUA Supported Institutions of Higher Education Over the Last Five Years, by Country (percent*)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
International co-operation in research	52	56	68	95	65	100	86	67	52
International student exchange	97	89	89	100	93	89	86	100	84
Academic support for foreign students	80	53	76	89	69	89	79	50	72
Administrative support for foreign students	80	78	82	84	75	89	63	70	69
Foreign language provisions for students	50	66	55	79	62	67	64	50	54
Visits by foreign scholars	61	64	69	89	69	89	52	67	71
Courses taught in foreign languages	33	33	47	39	38	57	28	63	65
Ties with region, industry etc.	60	44	50	67	64	75	71	56	47
	P	UK	A	CH	N	S	SF	Other	Total
International cooperation in research	73	68	91	100	86	67	81	0	67
International student exchange	86	85	100	91	100	100	100	33	91
Academic support for foreign students	79	76	73	56	86	82	95	0	71
Administrative support for foreign students	76	79	82	91	86	82	100	100	78
Foreign language provisions for students	52	62	50	36	57	45	57	50	60
Visits by foreign scholars	79	57	82	40	71	73	80	33	67
Courses taught in foreign languages	19	28	30	20	43	73	86	0	39
Ties with region, industry etc.	67	46	55	64	29	50	57	67	56

Question 5.2: If you compare your institution today to five years ago, to what extent do you note changes?

* Categories 4 and 5 on a scale from 1 = "considerably less/worse" to 5 = "considerably more/better"

Variations between countries were more visible, if the responses to the seven areas are aggregated into an index. In this index, average increases of 3.5 (sum of responses to the six items presented) were rated as "comparatively low", those between 3.8 and 4.2 as average (3) and those of 4.5 and higher as "comparatively high". Table 6.2 suggests that internationalisation increased most strongly over the last five years at Greek, Danish and Spanish institutions, i.e. institutions in which the level of international activities about five years ago was viewed as relatively low.

Table 6.2
Index of Perceived Increase of International Activities at ERASMUS and LINGUA Supported Institutions of Higher Education Over the Last Five Years, by Country (percent)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
Comparatively low	24	18	16	5	18	0	14	30	22
2	17	29	16	5	20	22	25	10	22
3	29	30	24	32	31	11	32	20	24
4	16	15	5	21	12	11	11	10	11
Comparatively high	14	8	38	37	19	56	18	30	22
Total	100	100	100	100	100	100	100	100	100
(n)	(63)	(111)	(37)	(19)	(188)	(9)	(28)	(10)	(37)
									Total
	P	UK	A	CH	N	S	SF	Other	Total
Comparatively low	17	23	9	18	14	18	0	67	18
2	24	19	18	45	0	9	14	0	21
3	38	37	18	27	43	36	19	0	30
4	10	13	45	0	14	27	33	33	14
Comparatively high	10	8	9	9	29	9	33	0	17
Total	100	100	100	100	100	100	100	100	100
(n)	(29)	(75)	(11)	(11)	(7)	(11)	(21)	(3)	(670)

Question 5.2: If you compare your institution today to five years ago, to what extent do you note changes?

The change over time did not differ according to the size of the institution in terms of student population. Non-university higher education institutions (43 percent) more frequently reported often a below-average change than did universities

(36 percent). As Table 6.3 shows, institutions already participating in ERASMUS for many years more frequently perceived a substantial growth of international activities than institutions which became involved at a later date.

Table 6.3
Index of Perceived Increase of International Activities at ERASMUS and LINGUA Supported Institutions of Higher Education Over the Last Five Years, by Year of First Participation in ERASMUS (percent, only EU countries)

	Year of first participation in ERASMUS						Total
	87	88	89	90	91	92	
Comparatively low	15	12	14	19	24	23	18
2	17	23	21	23	21	23	21
3	32	24	40	33	30	27	30
4	17	17	9	10	11	13	13
Comparatively high	20	25	16	16	14	14	18
Total	100	100	100	100	100	100	100
(n)	(102)	(110)	(86)	(80)	(91)	(95)	(564)

Question 5.2: If you compare your institution today to five years ago, to what extent do you note changes?

6.2 Impact of the ERASMUS Programme

Finally, respondents were asked to rate the impact of the ERASMUS and LINGUA programmes on their institution. On a scale from 1 = "strongly disagree" to 5 = "strongly agree", they were asked, firstly, to assess the impact on students' motivation to study and on the co-operation with region and industry. Secondly, they were asked to state whether ERASMUS and LINGUA were only one of many international activities and whether they only affected small proportions of the academic staff. Thirdly, they were asked about negative effects: a weakening of co-operation with other parts of the world or a decline of students' overall achievement.

Three-quarters of the respondents (76 percent) agreed that ERASMUS and LINGUA increased students' motivation to study abroad. As Table 6.4 suggests, differences by country were noteworthy. Among EU countries, such an increase was least often stated by Dutch (49 percent) and British respondents (49 percent).

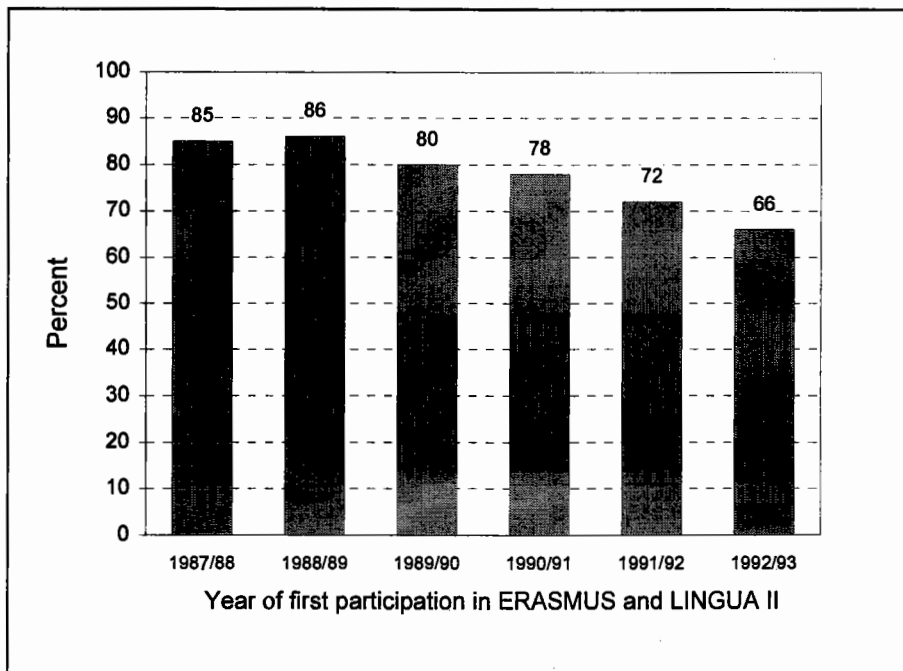
As one might expect, the ratings differed according to the length of participation in ERASMUS. The longer the participation, the higher was the impact on students' motivation to study abroad (see Chart 6.1).

Only 26 percent of the respondents noted strong contributions of ERASMUS and LINGUA activities to co-operation with the region, industry, etc. This view varies according to country, as Table 6.4 shows.

Some 65 percent agreed that, in fact, ERASMUS and LINGUA could not be viewed in isolation, as they were only one of many components of a general trend towards growing international co-operation and awareness. Among respondents from all countries, except for Belgium (45 percent), the majority of respondents shared this view.

Chart 6.1

Impact of ERASMUS and LINGUA Programmes on Increasing Students' Motivation to Study Abroad, by Year of First Participation in ERASMUS and LINGUA (percent*)



Question: 6.1 How would you describe the impact of the ERASMUS and/or LINGUA (Action II) programmes on your institution?

* Categories 4 and 5 on a scale from 1 = "strongly disagree" to 5 = "strongly agree"



Summary of Major Findings

7.1 The Rationale of a Study on the Institutional Level

The European Community Action Scheme for the Mobility of Students (ERASMUS) as well as the respective component of the LINGUA programme for co-operation and mobility in foreign language studies are support schemes for department-based activities. Students are supported, as a rule, if they are mobile in the framework of networks of departments aiming to raise the success of mobility through various ways and means of co-operation. Recognition of study abroad is the prime condition and criteria for success, at the same time encouraging curricular co-ordination and possibly integration.

The institutional level, i.e. the decision-making, administration and infrastructure on the central level of the institution, however, comes into play in many respects. The financial administration is mostly undertaken centrally. Centralised international offices of the universities frequently play a role in various respects. Co-operation and mobility is more likely to be achieved, if it can rely on various kinds of administrative and infrastructural support from the institution as a whole, being embedded in a supportive administrative and academic arrangement.

The institutional level is envisaged to play a more important role when financial support for student mobility and related co-operation will be applied by and eventually channelled to the central administration of the institutions for higher education in the framework of SOCRATES. Last not least, various institutions of higher education became active recently in co-ordinating and extending their European and international activities in a strategic manner.

Prior to this study, the Centre for Research on Higher Education and Work undertook various surveys about the experiences of ERASMUS students as well as the major actors at the departmental level, notably the co-ordinators, departmental directors and the mobile teachers. This study aims to take a considerable step further in collating information about ERASMUS and LINGUA related activities by addressing those in charge of European co-operation and mobility on the institutional level of higher education institutions.

7.5 Institutional Policies, Management and Infrastructure in Support of Mobility and Co-operation

Most ERASMUS and LINGUA supported institutions were - in the eyes of the respondents - clearly more European and internationally-minded in their policies and infrastructures than average institutions of higher education in their countries. The longer the institution had participated in ERASMUS and LINGUA programmes, the higher the respondent rated its international achievements.

International emphasis in policy, management and infrastructure was emphasised most strongly with respect to administrative and academic support for outgoing and incoming students, and to a lesser extent regarding foreign language provisions for students and visits by foreign scholars. In contrast, the extent of courses taught in foreign languages were viewed as a weak point; 40 percent reported that foreign language teaching was undertaken at least in some fields at their institution, and on average some foreign language instruction was offered in about one-sixth of the programmes.

Co-operation with partner institutions beyond student exchange was most common with respect to jointly organised seminars, and considerable in respect to arranging joint intensive courses, involving partners in the creation or adaptation of curricula, and co-operating in the provision of language training. Some of these activities were more likely to occur in large institutions.

The internationalisation of curricula was promoted at 60 percent of the ERASMUS and LINGUA supported institutions through the adaptation of curricula in order to include a European dimension. At half of the institutions, credit transfer arrangements were used and mandatory study abroad periods might be noted at one-third of the institutions. Obviously, institutions of higher education already being awarded ERASMUS grants in the year of its inauguration were a special group of institutions with strong activities in respect to internationalisation.

A note of caution is required, when one looks at the impressive account of European and international activities since affirmative could might be provided, even such activity was undertaken within a single course programme of the institution.

Foreign language training was offered internally or externally in English, French, German and Spanish at most institutions of higher education surveyed. Italian was available at about half and the remaining official EU languages at between 21 and 8 percent of the institutions and, in addition, three-quarters of the institutions provided courses in the home country's language for incoming students.

As regards infrastructure for mobility and co-operation, it is worth noting that two-thirds of the ERASMUS and LINGUA supported institutions of higher education had at least one office for international relations, some of them even more

than one, divided according to specific functions. Specialised units at the central level were reported by 27 percent of the institutions, where language centres dominated, and at departmental level by 22 percent, with widely diverse functions.

On average, ERASMUS and LINGUA supported institutions employed four professional staff and two to three other staff for international activities. This ranged from one and a half and one respectively at small institutions to 11 and 6 staff persons at institutions with more than 10,000 students.

In respect to many decisions regarding co-operation and mobility, both the central and departmental level are formally involved. The survey showed that the departmental level was more frequently formally involved than the central level, when academic issues were at stake and regarding the regular co-operation and exchange activities. In contrast, the central level was more frequently involved formally in general administrative issues, in resource and financial matters and in general, when support of the central level of the institution was expected to be ensured. The departmental level was more frequently involved when ICPs were initiated, but those activities were most frequently undertaken jointly, by actors at the departmental and institutional levels.

The role the two levels actually played regarding ERASMUS and LINGUA related activities was viewed similarly by the respondents, i.e. actors on the central level, as to their formal involvement. There seemed to be different styles, though, according to country. The role of the central level was considered strongest in Norway and Italy, while the role of the departmental level was viewed as especially strong in Ireland and Switzerland. A polarisation prevailed in Germany and Austria, where the central level was viewed as strong in matters more likely to be dominated by the central level and the departmental level also strong in its typical domain.

In general, academic staff (on the departmental level) and staff especially in charge of international affairs on the central level played the most important role in developing ERASMUS and LINGUA activities. In addition, the role of key managers and decision-makers at central level (rectors etc.) was rated as important at almost two-thirds of the institutions. Where specialised staff in charge of international affairs were available at the departmental level, they tended to be viewed as influential as well, while general administrative staff were viewed as important only in a minority of cases.

There were striking differences depending on the country. In Southern European countries, a top-down model was found most frequently, with the role of the rectors as well as international offices or the general administration especially strong in the development of mobility and co-operation programmes. In some Scandinavian countries, the administrative model was instrumental, with staff specialising in international affairs and possibly administrative staff on central

level viewed as the key actors. In all Northern EU countries, we note an interactive model between the levels, with the establishment of mobility and co-operation programmes obviously based on co-operation between academics in the departments and international offices on the central level.

In the daily affairs of running the mobility and co-operation activities, academic staff, specialised staff for international affairs at central level - and specialised staff at departmental level found in about 30 percent of the institutions - were the key actors. The former dominated in academic monitoring, contacts with partner institutions, selection of students, academic matters regarding outgoing and incoming students and preparation for the study period abroad. On average tasks were almost equally divided regarding the co-ordination of the ICPs and reporting procedures, as well as information and orientation of outgoing and incoming students about study opportunities and the respective country.

Specialised staff most often played the leading role in the dissemination of information, administration of the ICP grant budget and issues of financial support of students, issues of accommodation and other practical matters for incoming students as well as contacts with the respective NGAA and the ERASMUS Bureau. By and large, specialised staff played a more important role in looking after incoming than outgoing students.

7.6 Links Between Institutional Profiles and the Management of Mobility and Co-operation

The size of the higher education institutions was obviously a very important factor in explaining the policies, the infrastructural provisions and the managerial support for mobility and co-operation. Large institutions excelled regarding the proportion of the respective institutions of higher education being involved in co-operation and exchange activities, establishing measures for the internationalisation of the curriculum, providing courses taught in a foreign language, establishing units specifically in charge of international activities, providing foreign language training in the official EC countries and language training for incoming students.

In some respects, a high level of Europeanisation and internationalisation could be viewed as an artefact. For example, double degrees which are now frequently awarded across departments were more likely to show up in an institutions with 20 degree programmes than in an institution with two programmes. This does not mean, however, that there was a better chance for students of large institutions to go abroad within the framework of a degree programme leading to a double degree. On the contrary, we find that while many small institutions did not participate in ERASMUS and LINGUA, those which did actually participate had a relatively high degree of mobility, a high degree of internationalisation of the cur-

riculum and, in addition, high proportions of student and staff exchange. From the position of a rector observing the range of activities, this might be the appropriate measures of showing the range of activities, but for the students and academic staff of individual departments these data might inflate the degree of internationalisation.

In other respects, however, large institutions did provide a better support for mobility and co-operation than small ones. More foreign languages, for example, might be studied at larger institutions, and more differentiated services might be provided through units especially in charge of supporting international activities.

There were also differences in the management and the role actors played both in decision-making and the daily affairs of academic mobility and co-operation. For example, the actors of the central level had a stronger say regarding international activities in small institutions than in medium-sized or large ones. The balance did not differ principally between medium-size and large institutions, but at large institutions, where both the division of labour as well as the co-operation between the central and departmental level were more clearly defined

Many findings of differences with respect to international activities at ERASMUS and LINGUA supported institutions of higher education and to managerial and infrastructural support for international activities according to country, type of higher education institution, range of fields of study etc. turned out to be spurious. For example, Spanish institutions of higher education looked very international at the first glance, but this turned out to be - in almost all cases - only as a consequence of the fact that the Spanish institutions responding were mostly large.

There were some differences according to other structural variables which are worth mentioning. For example, ERASMUS and LINGUA-supported non-university institutions of higher education differed from universities, if the number of students per institutions was controlled, in terms of a weaker formal and actual role of the central level in decision-making and daily activities. They were less likely to have established units specifically in charge of supporting mobility and co-operation. Non-university institutions also reported more extended co-operation with partners regarding curriculum development.

Finally, there were differences according to the year the institutions were involved in the ERASMUS programme for the first time. The first generation of ERASMUS supported institutions obviously were obviously very much advanced in terms of their European and international emphasis. In addition, we find in respect to the subsequent generations of institutions signs of a more or less continuous growth of international activities as well as of managerial and infrastructural support for it. This suggests that - irrespective to what extent international activities trigger off managerial and infrastructural support, or are in turn stimulated by managerial and infrastructural support - the European and international emphasis of higher education in Europe is clearly on the rise.

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the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 13.5 million (15.5% of the population).

There is a growing awareness of the need to address the needs of older people, and the Government has set out a strategy for doing this in the White Paper on *Ageing Better: Our Future* (Department of Health 2000). This paper sets out the authors' views on the implications of the White Paper for the development of a new generation of health professionals.

The White Paper sets out a number of key objectives for the health service, including the need to improve the health and well-being of older people, and to ensure that they are able to live independently for as long as possible. It also sets out a number of key principles for the health service, including the need to be patient-centred, to be accessible, and to be efficient.

The White Paper also sets out a number of key actions for the health service, including the need to improve the training and education of health professionals, to improve the quality of care, and to improve the efficiency of the service. It also sets out a number of key actions for the government, including the need to increase funding for the health service, to improve the regulation of the health service, and to improve the coordination of health and social care.

The White Paper also sets out a number of key actions for the public, including the need to take responsibility for their own health and well-being, to support their families and friends, and to participate in the health service. It also sets out a number of key actions for the voluntary sector, including the need to improve the quality of care, and to improve the efficiency of the service.

The White Paper also sets out a number of key actions for the research community, including the need to improve the quality of research, to improve the efficiency of the service, and to improve the coordination of health and social care. It also sets out a number of key actions for the media, including the need to improve the quality of reporting, and to improve the efficiency of the service.

The White Paper also sets out a number of key actions for the legal system, including the need to improve the quality of legal services, to improve the efficiency of the service, and to improve the coordination of health and social care. It also sets out a number of key actions for the judiciary, including the need to improve the quality of the judiciary, to improve the efficiency of the service, and to improve the coordination of health and social care.

The White Paper also sets out a number of key actions for the police, including the need to improve the quality of police services, to improve the efficiency of the service, and to improve the coordination of health and social care. It also sets out a number of key actions for the fire service, including the need to improve the quality of fire services, to improve the efficiency of the service, and to improve the coordination of health and social care.

The White Paper also sets out a number of key actions for the armed forces, including the need to improve the quality of armed forces services, to improve the efficiency of the service, and to improve the coordination of health and social care. It also sets out a number of key actions for the civil service, including the need to improve the quality of civil service services, to improve the efficiency of the service, and to improve the coordination of health and social care.

The White Paper also sets out a number of key actions for the private sector, including the need to improve the quality of private sector services, to improve the efficiency of the service, and to improve the coordination of health and social care. It also sets out a number of key actions for the public sector, including the need to improve the quality of public sector services, to improve the efficiency of the service, and to improve the coordination of health and social care.

The White Paper also sets out a number of key actions for the international community, including the need to improve the quality of international community services, to improve the efficiency of the service, and to improve the coordination of health and social care. It also sets out a number of key actions for the United Kingdom, including the need to improve the quality of United Kingdom services, to improve the efficiency of the service, and to improve the coordination of health and social care.

The White Paper also sets out a number of key actions for the European Union, including the need to improve the quality of European Union services, to improve the efficiency of the service, and to improve the coordination of health and social care. It also sets out a number of key actions for the World Health Organization, including the need to improve the quality of World Health Organization services, to improve the efficiency of the service, and to improve the coordination of health and social care.

The White Paper also sets out a number of key actions for the World Bank, including the need to improve the quality of World Bank services, to improve the efficiency of the service, and to improve the coordination of health and social care. It also sets out a number of key actions for the International Monetary Fund, including the need to improve the quality of International Monetary Fund services, to improve the efficiency of the service, and to improve the coordination of health and social care.

The White Paper also sets out a number of key actions for the World Trade Organization, including the need to improve the quality of World Trade Organization services, to improve the efficiency of the service, and to improve the coordination of health and social care. It also sets out a number of key actions for the World Intellectual Property Organization, including the need to improve the quality of World Intellectual Property Organization services, to improve the efficiency of the service, and to improve the coordination of health and social care.

The White Paper also sets out a number of key actions for the World Bank Group, including the need to improve the quality of World Bank Group services, to improve the efficiency of the service, and to improve the coordination of health and social care. It also sets out a number of key actions for the International Labour Organization, including the need to improve the quality of International Labour Organization services, to improve the efficiency of the service, and to improve the coordination of health and social care.

The White Paper also sets out a number of key actions for the United Nations, including the need to improve the quality of United Nations services, to improve the efficiency of the service, and to improve the coordination of health and social care. It also sets out a number of key actions for the World Health Organization, including the need to improve the quality of World Health Organization services, to improve the efficiency of the service, and to improve the coordination of health and social care.

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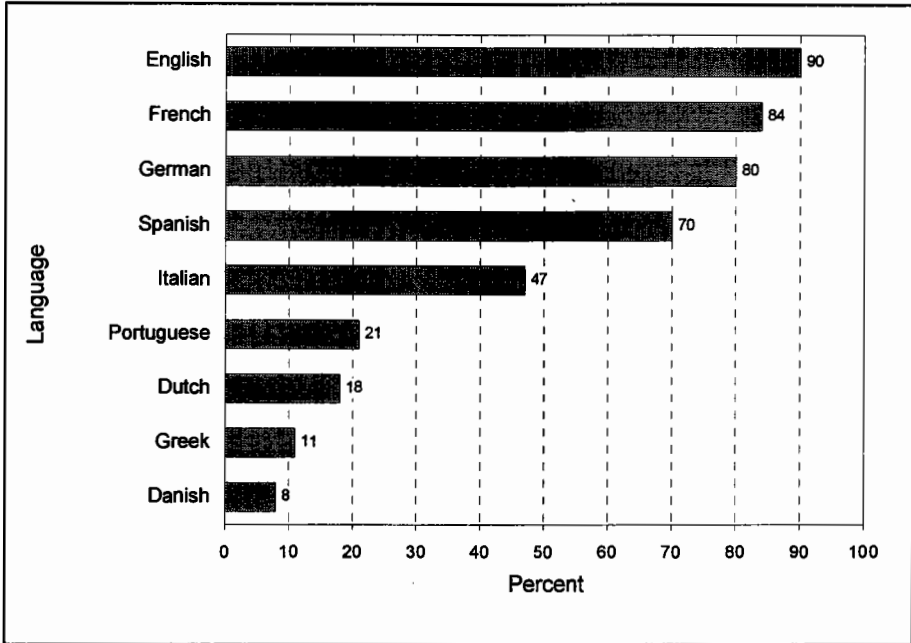


Während der ersten zehn Jahre seit Bestehen des ERASMUS-Programms wurden Kooperation und Mobilität von den Netzwerken kooperierender Fachbetriebe organisiert; aber auch die zentrale Hochschulverwaltung und ihr Serviceangebot spielten eine Rolle. Eine 1994 an 698 Hochschulen in Europa durchgeführte schriftliche Befragung macht deutlich, daß die Unterstützung internationaler Hochschulaktivitäten durch die zentrale Leitung, Verwaltung und Dienstleistungseinrichtungen seit der ersten Beteiligung am ERASMUS-Programm deutlich gestiegen ist.

Co-operation and mobility within ERASMUS was managed during the first ten years by networks of co-operating departments, but the management and services at the central level of higher education institutions played a role as well. A questionnaire survey undertaken in 1994 at 698 institutions of higher education in Europe shows that support for international activities from administration and services at the central level of higher education institutions grew substantially since the first involvement in ERASMUS.

ISBN: 3-928172-73-5

Chart 4.3
Proportion of ERASMUS and LINGUA Supported Institutions of Higher Education Providing Foreign Language Training in the Official EU Languages in 1993 (percent*)



Question 4.5: In which of the following European languages is language training provided to your own students or staff members by or on behalf of your institution and where do the courses take place, internally or externally? (multiple reply possible)

* Institutions are excluded not answering to the respective question and for which the respective language is home language. Dutch is taken as Foreign language at French speaking institutions and French at Dutch speaking institutions in Belgium.

4.7 Language Training for Incoming Students

Three-quarters of the ERASMUS and LINGUA supported institutions of higher education provided language courses in the home language to incoming students. As Table 4.16 suggests, this was true in 1994 for all Swedish institutions and for almost all Spanish, Finnish and Greek institutions responding. On the other hand, fewest provisions of this kind were made by Austrian and Portuguese institutions.

Table 4.16
Provision of Language Courses for Incoming Students at ERASMUS and LINGUA Supported Institutions of Higher Education in 1993, by Country of Institution of Higher Education (percent)

	Country									
	B	D	DK	E	F	G	I	IRL	NL	
None	30	21	33	5	28	11	19	36	35	
For incoming ERASMUS/LINGUA foreign students	25	5	28	15	18	33	33	36	5	
For individual/other exchange programme foreign students	2	9	6	5	4	0	11	0	8	
For all foreign students	44	65	33	75	51	56	37	27	51	
Total	100	100	100	100	100	100	100	100	100	
(n)	(61)	(115)	(36)	(20)	(187)	(9)	(27)	(11)	(37)	
	P	UK	A	CH	N	S	SF	Other	Total	
No	44	21	45	18	29	0	10	25	25	
Yes, for incoming ERASMUS/LINGUA foreign students	33	8	0	9	14	27	10	25	16	
Yes, for individual/other exchange programme foreign students	4	9	0	0	14	0	5	0	6	
Yes, for all foreign students	19	62	55	73	43	73	76	50	53	
Total	100	100	100	100	100	100	100	100	100	
(n)	(27)	(76)	(11)	(11)	(7)	(11)	(21)	(4)	(671)	

Question 4.7: Are there language courses in your institutions home language provided for incoming students?

Provision of language training for incoming students varied strongly according to the size of the higher education institution. As Table 4.17 indicates, 95 percent of the institutions with more than 20,000 students provided such a service to incoming students, compared with only 58 percent of the institutions with at most 500 students.

Table 4.17
Provision of Language Courses for Incoming Students at ERASMUS and LINGUA Supported Institutions of Higher Education in 1993, by Number of Students Enrolled (percent)

	Number of students enrolled						Total
	Up to 500	501 - 2,000	2,001 - 5,000	5,001 - 10,000	10,001 - 20,000	More than 20,000	
No	42	38	13	14	6	5	25
Yes, for incoming ERASMUS/LINGUA foreign students	30	14	18	6	11	9	16
Yes, for individual/other exchange programme foreign students	2	5	12	6	6	7	6
Yes, for all foreign students	27	43	58	75	77	79	54
Total	100	100	100	100	100	100	100
(n)	(132)	(200)	(95)	(87)	(83)	(57)	(654)

Question 4.7: Are there language courses in your institutions home language provided for incoming students?

Altogether, 53 percent of the institutions provided language courses for all incoming students, 16 percent for their ERASMUS and LINGUA students only, and finally only 6 percent for students coming in the framework of other exchange programmes or individually. Provisions solely for ERASMUS/LINGUA students were primarily offered at relatively small institutions. We might expect that they accommodated only a few other foreign students.

Table 4.18 suggests that many institutions offering training in the home language to incoming students did so only internally. In practice, 15 percent of the ERASMUS and LINGUA supported institutions did both: providing courses internally, recommending external courses and making arrangements for participation in external courses. Finally, 10 percent reported only external provision of language training for incoming students.

Notably, the Nordic countries recommended or arranged external language provisions for incoming students. Adult education courses, as set up in these countries, might be viewed to be more suitable for students than in other countries included in this study.

Table 4.18
Modes of Provision of Language Courses at ERASMUS and LINGUA Supported Institutions for Incoming Foreign Students, by Country of Institution of Higher Education (percent of institutions of higher education)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
No courses provided	29	21	34	5	28	11	18	36	36
Only externally provided	19	3	31	0	9	11	11	0	17
Only internally provided	37	46	26	80	51	56	64	64	25
Externally and internally provided	13	25	9	15	11	22	7	0	14
Only in other ways provided	2	5	0	0	1	0	0	0	8
Total	100	100	100	100	100	100	100	100	100
(n)	(62)	(116)	(35)	(20)	(184)	(9)	(28)	(11)	(36)

	P	UK	A	CH	N	S	SF	Other	Total
	No courses provided	43	21	42	18	29	0	10	25
Only externally provided	11	1	8	0	14	36	19	25	10
Only internally provided	32	63	25	64	43	36	43	50	47
Externally and internally provided	11	13	17	18	14	18	29	0	15
Only in other ways provided	4	1	8	0	0	9	0	0	2
Total	100	100	100	100	100	100	100	100	100
(n)	(28)	(76)	(12)	(11)	(7)	(11)	(21)	(4)	(671)

Question 4.7: Are there language courses in your institutions home language provided for incoming students? Question 4.8: How are the language courses for incoming students provided? (multiple reply possible)

Management of Co-operation and Mobility

5.1 Formal Involvement of the Central and Departmental Level

It is the aim of this survey to explore the role which the central level of the ERASMUS and LINGUA supported institutions of higher education (the rector/president/vice-chancellor/principal etc., boards and committees, the central administration or specific units for international relations) played in setting up, as well as managing, ERASMUS and LINGUA (Action II) related activities, notably taking decisions in this context. The institutions were asked to state, in respect to 11 areas of activities and responsibilities, both the formal involvement of the central as compared to the departmental level and the role the central and departmental levels actually played. Regarding the formal involvement, the question was raised whether the departmental level or the central level were involved or not. In order to describe the actual role played in various areas a scale from 1 to 5 was employed, ranging from 1 = "clearly dominant at the central level" to 5 = "clearly dominant at the departmental level".

The departmental level, as Table 5.1 shows, was more frequently formally involved than the central level:

- when initiatives were taken to establish ICPs;
- when academic issues were at stake ("preparing the academic agenda of co-operation and exchange", "key decision regarding academic issues"); and
- when it came to the regular co-operation and exchange activities (only the category "provision of work placements" referred to this area).

Table 5.1
Formal Involvement of Departmental Level in ERASMUS and LINGUA Related Activities, by Country (percent of institutions of higher education; multiple reply possible)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
Taking initiative for the establishment of ICPs	53	75	41	75	49	44	41	73	73
Preparing the academic agenda of co-operation and exchange	59	74	70	40	37	67	38	82	65
Preparing the admin. agenda of co-operation and exchange	58	58	24	15	28	33	7	64	49
Preparing funding conditions for international activities	39	56	14	20	24	22	0	64	35
Key decision regarding academic issues	36	80	62	70	41	44	38	55	57
Key decision regarding administrative issues	23	36	11	10	21	22	3	45	35
Key decision regarding resources/financial issues	29	63	14	5	24	11	7	45	38
Key decision regarding support by the central administration	14	31	3	0	12	22	7	27	8
Key decision regarding support by international offices	15	36	8	5	15	11	10	18	19
Key decision regarding the support by central services	11	37	14	15	18	33	17	55	8
Provision of work placements	61	64	38	20	44	22	45	64	78
Departmental level not involved	15	5	14	10	22	11	24	9	3
Not ticked	11	9	14	10	14	11	10	0	5
Total	423	625	324	295	352	356	248	600	473
(n)	(66)	(117)	(37)	(20)	(198)	(9)	(29)	(11)	(37)

(continued)

(Table 5.1 cont.)

	Country								Total
	P	UK	A	CH	N	S	SF	Other	
Taking initiative for the establishment of ICPs	48	81	67	64	57	83	71	75	61
Preparing the academic agenda of co-operation and exchange	66	78	75	64	71	75	81	100	59
Preparing the admin. agenda of co-operation and exchange	45	54	42	36	14	50	48	50	41
Preparing funding conditions for international activities	17	44	42	18	14	50	29	0	33
Key decision regarding academic issues	55	79	75	73	86	75	76	75	58
Key decision regarding administrative issues	24	49	33	27	14	42	33	25	28
Key decision regarding resources/financial issues	14	46	58	36	29	58	29	50	34
Key decision regarding support by the central administration	10	14	33	0	0	8	5	25	14
Key decision regarding support by international offices	21	12	33	0	14	25	5	0	17
Key decision regarding the support by central services	28	40	42	9	29	25	29	0	24
Provision of work placements	59	63	58	36	43	33	19	50	52
Departmental level not involved	3	4	0	9	14	8	0	0	12
Not ticked	17	6	17	18	0	0	10	0	11
Total	407	569	575	391	386	533	433	450	445
(n)	(29)	(78)	(12)	(11)	(7)	(12)	(21)	(4)	(698)

Question 4.2: In which of the following ERASMUS and/or LINGUA (Action II) related activities are the central level (the rector, the general administration, committees, international office, etc.) and the departments of your institution of higher education formally involved and which role do they actually play?

Table 5.2
Formal Involvement of Central Institutional Level in ERASMUS and LIN-
GUA Related Activities, by Country (percent of institutions of higher education;
multiple reply possible)

	Country								
	B	D	DK	E	F	G	I	IRL	NL
Taking initiative for the establishment of ICPs	55	72	57	35	51	67	59	36	43
Preparing the academic agenda of co-operation and exchange	36	39	32	45	40	44	45	27	30
Preparing the admin. agenda of co-operation and exchange	36	73	70	75	50	89	62	55	43
Preparing resources/funding conditions for intern. activities	56	79	73	75	61	67	79	45	78
Key decision regarding academic issues	53	14	32	25	39	67	55	55	27
Key decision regarding administrative issues	70	75	78	85	61	89	79	55	65
Key decision regarding resources/financial issues	62	68	76	80	60	78	66	64	68
Key decision regarding support by central administration	59	73	65	85	51	78	72	55	84
Key decision regarding support by international offices	45	62	54	80	49	78	66	45	73
Key decision regarding support by central services	38	54	22	60	38	44	66	36	59
Provision of work placements	18	44	27	35	27	44	21	27	19
Central level not involved	6	3	3	0	10	0	0	9	8
Not ticked	11	9	14	10	14	11	10	0	5
Total	545	664	603	690	551	756	679	509	6034
(n)	(66)	(117)	(37)	(20)	(198)	(9)	(29)	(11)	(37)

(continued)

(Table 5.2 cont.)

	Country								Total
	P	UK	A	CH	N	S	SF	Other	
Taking initiative for the establishment of ICPs	59	44	67	55	71	83	62	25	55
Preparing the academic agenda of co-operation and exchange	24	31	58	45	43	58	24	25	37
Preparing the admin. agenda of co-operation and exchange	38	64	75	73	100	83	57	50	58
Preparing resources/funding conditions for international activities	55	64	75	64	100	75	86	75	68
Key decision regarding academic issues	24	37	17	9	29	42	14	25	33
Key decision regarding administrative issues	55	69	58	73	100	75	76	75	69
Key decision regarding resources/financial issues	62	72	42	73	100	75	90	75	67
Key decision regarding support by central administration	59	81	83	73	100	75	71	50	66
Key decision regarding support by international offices	24	65	67	64	100	75	76	25	57
Key decision regarding support by central services	31	58	83	45	86	50	52	50	47
Provision of work placements	17	12	33	27	29	25	19	0	27
Central level not involved	7	3	0	0	0	8	0	0	5
Not ticked	17	6	17	18	0	0	10	0	11
Total	472	605	675	618	857	725	638	475	600
(n)	(29)	(78)	(12)	(11)	(7)	(12)	(21)	(4)	(698)

Question 4.2: In which of the following ERASMUS and/or LINGUA (Action II) related activities are the central level (the rector, the general administration, committees, international office, etc.) and the departments of your institution of higher education formally involved and which role do they actually play?

The central level as Table 5.2 indicates was more frequently involved formally:

- in general administrative issues ("preparing the administrative agenda of co-operation and exchange", "key decision regarding administrative issues");
- in responsibilities concerning resources and financial matters ("preparing funding conditions for international activities", "key decision regarding resources / financial issues"); and
- when it came to ensure support of the central level of the institution ("key decision regarding support by the central level", "key decision regarding support by international offices", "key decision regarding the support by central services").

In many cases, both the central and departmental levels were involved. As Table 5.3 shows, this was most frequently the case when initiatives were taken for the establishment of co-operation with partner institutions (the establishment of an Inter-University Co-operation Programme was named in the questionnaire).

The formal functions of the central level and the departmental level differed according to the size of their student population. Table 5.4 illustrates this for select activities, namely:

- at small institutions (up to 2,000 students), we note on average more frequent central than departmental level initiatives for the establishment of co-operation with partners. The central level at many of these institutions had a considerable formal say in academic matters, and joint formal involvement of the central and departmental levels was rare;
- at medium-size institutions we note a clear dominance of the central level in matters regarding administration and central support for European programmes on the one hand and that of the departmental level in academic matters on the other hand. Yet, there is a noteworthy minority of cases where formal involvement of the central level, in its domain, was limited and there were some cases at small institutions where both the central and departmental levels were involved. Regarding initiatives for the establishment of ICPs, formal involvement of only the central level was rare, and formal involvement of only the departmental level was about as frequent as formal involvement of both levels; and
- at large institutions, there were fewer cases than at medium-sized institutions of the central level not being involved formally in administrative issues or in issues of central provisions for European activities. The central level was formally involved in almost all cases, usually jointly with the departmental level, when it came to taking the initiative for the establishment of ICPs.

Table 5.3
Formal Involvement of the Central Level and the Departmental Level in
ERASMUS and LINGUA Activities (percent of institutions of higher education)

	Formal involvement				Total
	Only central level	Central and departmental level	Only departmental level	None	
Key decision regarding the support on the part of the central administration	62	12	4	22	100
Key decision regarding administrative issues	57	20	11	12	100
Key decision regarding the support on the part of international offices	52	12	8	28	100
Preparing resources/funding conditions for international activities	51	25	12	12	100
Key decision regarding resources/financial issues	50	25	13	13	100
Preparing the administrative agenda of co-operation and exchange	42	23	22	13	100
Key decision regarding the support on the part of central services (language centre etc.)	38	14	13	35	100
Taking initiative for the establishment of ICPs	27	35	33	5	100
Preparing the academic agenda of co-operation and exchange	22	20	47	11	100
Key decision regarding academic issues	22	16	50	13	100
Provision of work placements	17	13	45	25	100

Question 4.2: In which of the following ERASMUS and/or LINGUA (Action II) related activities are the central level (the rector, the general administration, committees, international office, etc.) and the departments of your institution of higher education formally involved and which role do they actually play?

Table 5.4
Formal Involvement of Central Institutional Level and the Departmental Level in Selected ERASMUS and LINGUA Related Activities, by Number of Students Enrolled (percent of institutions of higher education)

Level involved	Total number of students						Total
	Up to - 500	501 - 2,000	2,001- 5,000	5,001- 10,000	10,001- 20,000	More than 20,000	
Taking initiative for the establishment of ICPs							
Only central	50	34	23	16	5	15	27
Central and departm.	11	29	37	46	53	55	35
Only departmental	27	30	37	38	41	31	33
None	12	7	3	0	1	0	5
Key decision regarding academic issues							
Only central	33	30	16	7	16	13	22
Central and departm.	11	14	16	21	15	22	15
Only departmental	37	38	56	64	64	60	49
None	19	18	13	7	5	5	13
Key decision regarding administrative issues							
Only central	66	52	54	47	68	65	57
Central and departm.	6	15	27	31	26	27	20
Only departmental	14	15	8	12	5	2	11
None	14	18	11	10	1	5	12
Key decision regarding resources/financial issues							
Only central	57	50	47	37	52	51	49
Central and departm.	9	19	29	40	36	36	25
Only departmental	13	15	14	12	10	9	13
None	20	17	10	11	2	4	13
Total	100	100	100	100	100	100	100
(n)	(108)	(192)	(90)	(81)	(81)	(55)	(607)

Question 4.2: In which of the following ERASMUS and/or LINGUA (Action II) related activities are the central level (the rector, the general administration, committees, international office, etc.) and the departments of your institution of higher education formally involved and which role do they actually play?

(Table 5.12 cont.)

	Acad. staff dep.	Adm. staff dep.	Spec. staff dep.	Spec. staff cent.	Adm. staff cent.	Key manager	Students
Information about ERAS- MUS programme and recognition	38	5	18	44	12	9	3
Registration, course selection etc.	44	5	18	21	7	5	11
Accommodation	22	6	12	30	12	4	15
Matters regarding financial support	17	4	12	51	17	10	5
Other practical matters	14	7	11	42	17	6	14
Information about host institution and higher education. system	38	5	17	36	10	7	7
Work placement matters	41	6	15	25	7	5	6
Student related activities for incoming students							
Selection of incoming students	52	2	13	12	3	6	2
Academic matters	60	3	14	15	7	11	1
Accommodation services	15	8	11	43	26	5	7
Special orientation programme	32	3	12	34	9	5	5
Special courses beside regular course programme	39	4	14	27	5	5	2
Organising of social events	15	3	10	27	8	5	31
Registration, course selection etc.	37	7	16	26	16	6	4
Matters regarding financial support	14	5	10	40	13	9	4
Other practical matters	13	7	11	42	23	5	7
Information about the institution and higher education system	30	5	15	40	13	8	5
Work placement matters	40	6	15	23	8	4	3

Question 4.3: Who carries out the following activities related to ERASMUS and LINGUA (Action II)?

* Percent of persons responding to the respective type of activity and rating it 4 or 5 on a scale from 1 = "not at all" to 5 = "completely" (carried out by the respective type of actors)

Table 5.12 provides an overview on the role each category of persons played regarding the various activities undertaken in administering mobility and co-operation in the framework of ERASMUS and LINGUA over an average of all institutions for which information was provided. It might be worth mentioning here that 88 percent of the respondents provided this very detailed set of information, although responses regarding individual activities and individual actors might be smaller, because certain kinds of activities might not be undertaken or certain types of actors might not exist.

At a first glance we note, as expected, that academic staff (at departmental level) and specialised staff for international affairs at institutional level, i.e. notably staff of international offices, were the key managers in the regular affairs of mobility and co-operation. In contrast, the key managers and decision makers, who were viewed as highly influential in the process of setting up and developing mobility and co-operation programmes, were conceived to play a lesser role in the daily affairs of ERASMUS and LINGUA at institutions of higher education.

Looking first at the roles of the former two groups of actors regarding the administration and management of the programme, we find:

- academic monitoring was the prime task of the academic staff: at 68 percent of the institutions where academic monitoring of mobility and co-operation was undertaken, academics played a key role in carrying out this function;
- co-ordination of the ICPs as well as reporting procedures were frequently undertaken by the academic staff (48 percent and 38 percent respectively) or by specialised staff at the institutional level (37 percent each);
- dissemination of information (48 percent) as well as the administration of the ICP grant budget (43 percent) was most often the role of specialised staff at the institutional level; and
- staffing organisation was least often connected with certain actors: it might be primarily undertaken by academic staff (31 percent), by specialised staff at central level (28 percent), and by the rectors or other key executives (25 percent).

Regarding activities of co-operation and networking,

- academic staff were more often primarily in charge of contacts with partner institutions (54 percent) and of network development in general (50 percent) than specialised academic staff (32 percent and 33 percent respectively); while
- specialised staff at the institutional level were clearly the prime actors concerning contacts with the respective NGAA (59 percent) and the ERASMUS Bureau (52 percent) compared with the academic staff.

Regarding outgoing students:

- selection of students as well as academic matters (64 percent each) were clearly the domain of academic staff;

- preparation for the period abroad, course selection and work placement matters were more often important tasks of academic staff (43 percent, 44 percent and 41 percent respectively) than of specialised staff at central level (30 percent, 21 percent and 25 percent);
- information about the ERASMUS and LINGUA programme and about the host institution and host country were more or less equally shared on average by academic staff (38 percent each) and by specialised staff at institutional level (44 percent and 36 percent respectively); and
- matters regarding financial support (51 percent) and other practical matters (42 percent) were clearly most often the task of specialised staff at central level.

Finally, regarding incoming students the specialised staff at institutional level plays a more important role:

- specialised staff were clearly most often in charge of accommodation (43 percent), matters regarding financial support (40 percent) and other practical matters (42 percent);
- specialised staff at institutional level played an important role in special orientation programmes (34 percent as compared to 32 percent regarding academic staff) and special courses for incoming students (27 percent as compared to 39 percent);
- course selection for incoming students was more often the domain of academic staff (37 percent) and of specialised staff at institutional level (26 percent), but this difference was smaller than in the case of outgoing students; and
- in contrast, academic staff were also the key actors regarding academic matters (60 percent) and in selecting incoming students (52 percent).

All other actors came into play less frequently. For example, specialised staff for international affairs at departmental level were in charge of a variety of functions at 18 percent of the institutions. Other information provided in this survey suggests that only little more than half of the institutions had specialised staff for international affairs at the departmental level (in one or more departments). Specialised staff for international affairs at the departmental level did not necessarily carry out tasks less frequently typically undertaken by the respective staff at the institutional level, but instead shared academic tasks with academic staff in their departments. Co-ordination of the ICP, selection of students, preparatory activities for the study period abroad, contacts with partner departments etc. were named most frequently as key functions.

Administrative staff at institutional level most often played a key role in providing accommodation services for incoming students (26 percent), administration of the ICP grant budget (23 percent) and other practical matters regarding incoming students (21 percent). In addition, contacts with NGAA, matters of financial support both regarding outgoing and incoming students as well as other practical

matters regarding outgoing students were named by about one-sixth of the respondents.

Table 5.13
Proportion of Academic Staff, Specialised Staff in Charge of International Affairs at Institutional Level and Key Managers at ERASMUS and LINGUA Supported Institutions Being Substantially Involved in Various Regular Activities Related to ERASMUS and LINGUA, by Number of Students Enrolled (percent* of institutions of higher education)

	Academic staff			Special staff on central level			Key manager		
	Number of students			Number of students			Number of students		
	Low	Medium	High**	Low	Medium	High	Low	Medium	High
Administration and programme management									
Co-ordination of ICP(s)	39	53	66	37	36	39	17	3	10
Dissemination of information	29	25	29	40	52	62	12	5	9
Academic monitoring	57	76	80	19	8	10	12	6	9
Administration of ICP grant budget	21	27	36	37	51	46	14	9	7
Reporting procedures	32	43	45	35	42	38	13	4	8
Staffing organisation	28	35	32	29	21	32	23	26	31
Networking and Co-operation									
Contacts with partner institutions within the ICP(s)	42	63	72	33	32	30	15	7	8
Contacts with NGAA(s)	16	10	8	44	70	74	14	9	11
Contacts with ERASMUS Bureau	19	18	15	44	59	63	15	9	9
Network development	39	54	69	33	32	34	18	9	9
Student related activities for outgoing students									
Selection of students	54	71	80	20	17	15	12	2	4
Academic matters	55	71	77	20	15	15	20	6	9
Preparation for the period abroad	42	40	47	27	33	33	6	2	2
Information about ERASMUS programme and recognition	36	39	46	37	49	55	14	4	6
(continued)									