

**COMPLEMENTARITY AND THE
RELATIONSHIP BETWEEN COMMUNITY ACTIONS
AND THE OBJECTIVES OF
HIGHER EDUCATION INSTITUTIONS
IN EUROPE**

FINAL REPORT

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INTRODUCTION

The current debate concerning the future role and responsibilities of Higher education (HE) in Europe has focused attention on the relationship between the aims and objectives of universities and the priorities of the European Union in respect of the contribution which Higher education institutions can bring to the social and economic development of the Community.

These priorities are reflected in a range of Community initiatives implemented through programmes which are directed in various ways towards Higher education and they will directly or indirectly affect the formulation of universities' European policy over the next few years.

It is therefore important to create a context in which the priorities of individual universities and the initiatives of the Europe Community which relate to Higher education can be as closely matched as possible and to promote a debate within universities as to the best means of achieving that goal. In this respect, the introduction of an institutional contract with universities, which is a central feature of the ERASMUS chapter of the new SOCRATES programme, requires universities to take a significant step forward towards the development and implementation of a European policy.

It is very important to stress that, in addition to their acknowledged role as providers of facilities for teaching and learning and for research, Higher education institutions (HEIs) play a major part in the economic, social and cultural life in Europe. Typically, they provide a source of highly qualified labour, a place for high level training, for continuing professional development and a source of research and development through technology transfer; they may encourage partnership with and between industry and commerce; they may provide a range of high quality services of immediate and obvious benefit to the local community at large (in areas such as health care, for instance) ; they may attract numbers of young people into a particular town or conurbation and act as focus for cultural activity and entertainment. They provide jobs in the millions and generate, directly or indirectly, billions of ECU of economic activity.

HEIs should therefore be encouraged to formulate their strategic priorities towards Europe. It is however difficult for them to do so since the opportunities for universities to cooperate in Community initiatives are diverse and are spread across a wide range of Community programmes. Frequently, universities are unaware of the complementary relationship which may exist between Community programmes affecting Higher education, and indeed Commission staff themselves may be also unaware of programmes affecting Higher education which are drawn by other DGs.

As a means of facilitating policy making within universities and of raising awareness of the relationship between Community programmes, there is therefore a need to review and analyse :

- 1 - the relationship between Community objectives regarding Higher education and the objectives of European universities themselves.
- 2 - the approaches and strategies of universities in matching their internal objectives to those of the Union and in exploiting the principal sources of information to which they have access;

3 - the nature and extent of the complementarity which exists between current European Community programmes affecting Higher education.

As part of the above review, it may then be possible :

- 1 - to make proposals in order to increase the effectiveness with which universities are able to formulate and implement an institutional European policy;
- 2 - to present an inventory of Community programmes affecting Higher education showing the elements of each programme which have relevance to different aspects of Higher education activities.

Structure of the project

1. Formulating a European policy for teaching and research in a national context.

Taking as a point of departure the information and comments contained in recent reports on the evolution of Higher education systems in European countries (see below plan work for this project), this first part aims

- to consider the priorities of the universities both in terms of different types of Higher education institutions (HEIs) and in terms of the economic circumstances and political priorities prevailing in individual European Union countries.

- to test these priorities in the light of the importance of the initiatives of the Commission with respect to Higher education and of the role which universities are expected to play in the future development of the Union bearing in mind the objectives set by the Commission, namely:

- ↳ promoting quality education through cooperation having in mind the enhancement of citizenship through transnational cultural knowledge and awareness, and of the Community competitiveness in the world market;

- ↳ providing young people and employees with education and training opportunities likely to increase their adaptability and to improve their levels of qualification, in part by promoting the links between Higher education and external institutions in the public and private sector;

- ↳ enhancing the output and quality of transnational research in Europe with particular emphasis being placed on specific domains such as communications technology, environment, economics, etc...

This part provides an introductory review of the interaction between the priorities of the universities and the Community initiatives.

2. The development of a European strategy within Higher education institutions.

In order to provide an insight into the factors which determine universities' formulation and effective implementation of a European policy, the project aims to address the following questions to HEIs:

- ↳ What procedures are normally followed by universities in formulating a European strategy?
- ↳ How do they match their own objectives with those of the Community?
- ↳ How well informed are they about Community initiatives and what are their main information sources?
- ↳ How is this information managed internally and externally?
- ↳ To what extent do the HEIs take advantage of opportunities to participate in Community programmes?
- ↳ What are the factors which encourage them to do so or which make their participation likely?
- ↳ In general, to what extent is universities' participation in Community programmes strategically determined and, if it is, what are the conditions most likely to promote cost-effectiveness and complementarity?

3. Complementarity: present and future.

Complementarity may be defined as the planned co-ordination of separate actions, in the phase of their conception as well as in that of their implementation. Through such co-ordination, initiatives with separate sets of objectives become compatible in the realisation by the actors concerned.

Complementarity should be approached from two angles:

a) one should consider the complementarity that exists or could exist between Community initiatives in Higher education.

b) one should investigate how complementarity could be achieved between Community objectives of actions that affect Higher education institutions, on the one hand, and the objectives of Higher education institutions with respect to European cooperation, on the other hand.

In this analysis great emphasis is laid on the principle of subsidiarity, on improved access to information, on greater complementarity.

4. Recommendations to Higher Education Institutions and to Commission Services.

The various recommendations to Higher education institutions and to Commission services to enhance complementarity at all levels (local, regional, national, European, international) have been grouped here.

Annex

This report offers an inventory of Community programmes and initiatives which reflect the priorities and the potential complementarities.

PLAN OF WORK

An advisory panel of persons experienced in Higher education was constituted, drawn from twelve European countries (see list below) in order to analyse and discuss the various points of the project according to a precise time-table :

↳ the panel members were invited to write reports on the evolution of the university system within their respective countries. These reports were discussed at a meeting in Brussels (Panel 1, October 1995). Part I of the final document presented here is a synthesis of the written reports of the remarks and comments made during Panel 1 meeting.

↳ a questionnaire was devised in order to help panel members in their enquiry work (December 1995 to February 1996). They were asked to submit this questionnaire to six Higher institutions in their respective countries. Fifty universities/HEIs, representing eleven European countries were consulted and answered the questionnaire. Part 2 of this final document presents a synthesis of this work which was also discussed in Brussels (Panel 2, march 1996).

↳ a series of recommendations and directions to Higher education institutions and to Commission services was proposed by the panel members at the end of Panel 2.

↳ a study of the notion of complementarity (definition, reality, development) was conducted in parallel and presented to the panel and DGs representatives (Panel 2), together with the inventory of programmes targeting the Higher education sector (see ANNEX). Representatives of DGs were present at both panel meetings.

ARIES - Agence des Relations Internationales de l'Enseignement Supérieur - whose office is in Paris was the operator for this project. The team that led the project was composed of Michèle CAMBRA (ARIES), David RICHARDSON (Manchester University), Sybille REICHERT (Brussels) and Régis RITZ (ARIES and Bordeaux University).

We express our very warm thanks to all the panel members, DGs representatives, and particularly to DG XXII for their constant help and financial support. They have all contributed to the rich and stimulating panel discussions and to this written report on the topic of complementarity.

We firmly hope that the publication of the results of this wide consultation, and generally speaking this final report + annex will bring useful information and guide-lines to universities and their many partners involved in the making of Europe.

List of panel members:

- ✧
Professor Alberto AMARAL, Rector of the University of Porto.
- ✧
Mrs Michèle CAMBRA, Project consultant for ARIES, Paris.
- ✧
Doctor Robert CRAWSHAW, University of Lancaster.
- ✧
Doctor Peter FLOOR, International Affairs Delegate of Leiden University Board.
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Professor Olympia GIBA-TZIAMPURI, Aristotle University of Thessaloniki.
- ✧
Doctor Jochen HELLMANN, Referat für Forschung, Lehre, Studium und Internationale Hochschulbeziehungen, Universität Hamburg.
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- ✧
Professor John KELLY, International Office, University College, Dublin.
- ✧
Doctor Tapio MARKKANEN, Secretary General of Finnish Council of University Rectors, Helsinki.
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Professor Ramon MEDINA, Sevilla Universidad, President of National Conference of Rectors.
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Professor Alain NEMOZ, International Relations, University of Grenoble I.
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- ✧
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- ✧

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1

***FORMULATING A EUROPEAN POLICY
FOR TEACHING AND RESEARCH
IN A NATIONAL CONTEXT***

How do you develop a European policy ?

It is certainly not an easy task to develop a European policy in a world of diverse initiatives and new projects from Brussels, from national governments, from the universities or from other partners. The various aims and priorities may be difficult to combine; yet, more than ever, and for obvious reasons of coherence, quality, efficiency, cost-effectiveness, interaction is needed together with a clear complementarity between EC actions, HEIs objectives, and also between current education, training and research programmes.

The time is now opportune for a recognition of the need to formulate, develop and implement an institutional European policy and to do so in a new spirit. This new spirit requires greater co-ordination, a new kind of attention, a better knowledge of the possibilities offered, a new sense of complementarity.

A university - or Higher Education Institution -, however autonomous it may be, is no longer an isolated body : before formulating a European policy statement, it must become conscious of the identity and role of its partners (local, regional, national, European, international).

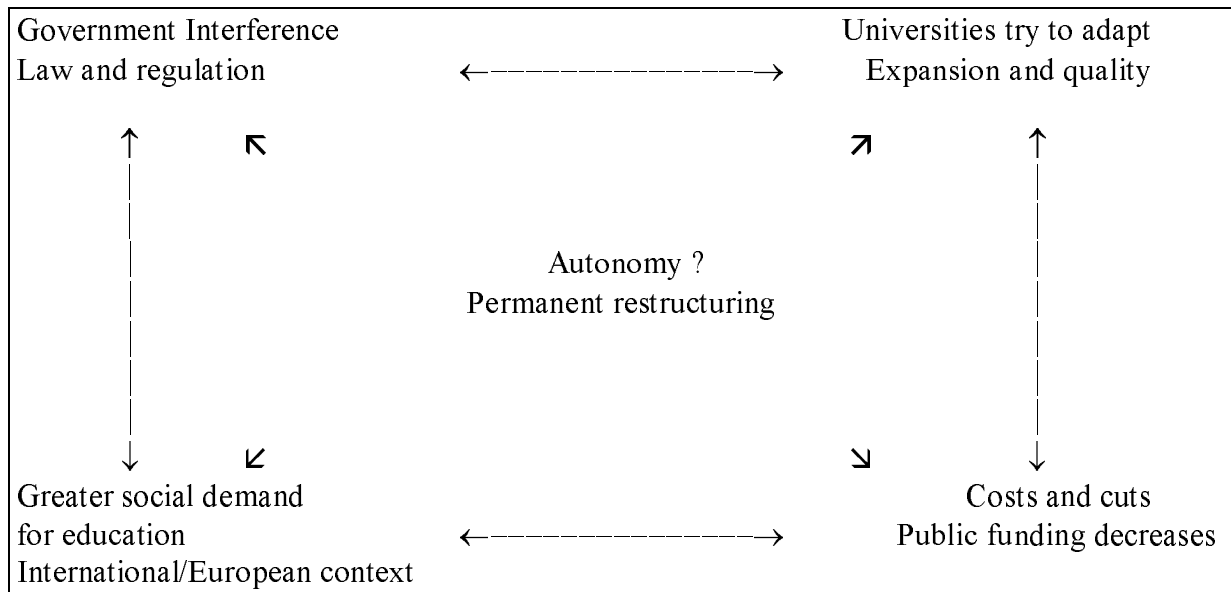
The European Universities in their national contexts.

Vive la différence ! The contributions made by members of the panel on the evolution of the university system in their respective countries before panel I reflect a variety of policies, new and old habits, decentralised or centralised functioning, etc... However some common denominators to all European systems can be underlined.

The freedom to teach, train and do research, which characterises our European universities, seems to be in jeopardy. HEIs ardently desire to keep their autonomy and to adapt progressively and respond to new scientific and social needs. Yet they are caught in a permanent turmoil. Government interference represents a strong constraint in many cases; universities are considered by politicians as essential elements for the future of our countries but this importance makes them particularly susceptible to political changes, short term reforms and the consequence of ministerial turnovers. At the same time, universities are nearer society, more than ever, trying to bring answers to new social demands for Higher education (increase in the age participation rate), life-long learning, applied research, technology transfer, etc... They are fighting to maintain quality, and indeed excellence, in a competitive European economic world where unemployment is rampant; and they do so in a context of budget cuts under the necessity of generating new sources of income as public funding for education diminishes.

This creates an atmosphere of permanent restructuring, of fragility and transience, in sharp contrast to the necessary continuity, medium or long term policies, or simply intelligent adaptation to thoroughly analysed situations.

These remarks may be schematically presented thus :



The challenge is to develop a European policy against this background... We have identified six headings !

RELATIONSHIPS WITH GOVERNMENT.

As it is clearly stated in a report : to-day's challenge for universities is to develop a right relationship with the government. Changes of governments entail ideological changes, the definition of new priorities, a rupture, short-term perspectives and constant reforms. Political influence may dampen the spirits of universities in need of a continuum and of guarantees. There is also a strong feeling that governments do not always represent, or express, the needs of society in the fields of education, training, research; budget cuts, staff cuts, bureaucracy, permanent interference, fierce political debates on public/private education put an increasing pressure on universities .

However the role of governments is often perceived as positive; in all European countries, autonomy is encouraged and many responsibilities have been shifted from the government level to the institutions themselves. Notably in the fields of international relations, universities are free to develop their own strategy and at the same time they may very well find support - political and financial- from the government or from ministries. Among the many innovative actions started by universities we may mention:

- ↳ the creation of new consortia (for instance, with local authorities to develop a coherent Higher education policy in a university city);
- ↳ the implementation of trans-border university networks for a closer cooperation in specific fields;
- ↳ the definition of new contracts with industry for applied research and technology transfer.

Many governments will contribute financially to the creation of offices for European programmes and international relations within universities; they will also facilitate the circulation of information on international projects; they support active policies with Eastern Europe (TEMPUS, for instance); they often develop a policy of bilateral agreements with foreign countries in areas of interest for both parties -for geopolitical, scientific, cultural, commercial, etc...reasons- and they invite the universities to join such programmes and to get involved in their implementation.

One has to be careful : too much centralisation -or government co-ordination- may stifle local initiatives and dynamism. Too many levels of intervention, too many ministries involved, too many sources of financial support may create more bureaucracy and heavy secretarial work. However, when Europeanisation is a clear objective and part of a strategic national and institutional plan, universities can develop more enthusiasm about Europe than many other public bodies...and many governments know how to use this enthusiasm.

TEACHING AND RESEARCH

Apparently money for research is more easily found than money for teaching. The 4th Framework in R.D. is attractive and many governments encourage universities to take part and thus draw large sums of money. Laboratories find it rewarding and their participation is contributing to the birth of a European scientific community.

In many cases, national bodies that run national research programmes develop these programmes in coherence with the European research policy. As a consequence, laboratories in universities or national institutions play a leading role to develop a strategy of complementarity at the European level. Many universities have acquired an international name in specific research fields and represent excellence and expertise; they can rely on existing European networks, shared equipments and facilities, strong connections with industry -science-parks and technology transfer-.

As a consequence and in spite of the many declarations on the necessary synergy between research and teaching, university staff consider that research pays more - it is also wealth creative - and is good for individual promotion and career, even in humanities (although there are too few European programmes and initiatives in this sector and it is highly regrettable !).

It must not be either teaching/training or research. Training is present and part of the 4th framework TMR programme; and if too few ERASMUS-ICPs were at doctorate level (2%), SOCRATES-ERASMUS should correct this too low figure. Teaching methods definitely have an impact on research and vice-versa : good didactics foster good research.

Universities must encourage curriculum developments with European partners at graduate and doctorate levels; the benefits gained by the institutions involved are immense, because quality - and more excitingly !- teaching always relies on new developments in research, from technology transfer to fundamental research, particularly in an age of rapid obsolescence of knowledge.

COSTS AND CUTS

The subtle dialectics of increase/decrease, or do more with less, or expand despite budget cuts, are flourishing. As governments decide to spend less money on Higher education, new income generating strategies are invented. Industry, local authorities, chambers of commerce, "private money" , may become financial partners and add complementary funds to certain programmes. Some regions offer complementary scholarships to ERASMUS students. In many countries of Europe, foreign students outside Europe are preferred : they can be charged high fees and represent a large, indispensable, source of income. Students, as customers, are attractive to European universities for economic rather than academic reasons...

The financing of universities remains a topical question, as a slight difference in a budget may have important consequences : some budgets are so tight that, when you start a new programme, an old one must be closed. Many state-run universities receive a lump sum and must define their priorities... with little room to manoeuvre. In many European countries there is a complex inter-relationship between student numbers and funding; systems of assessment of quality, quality assurance audits, the notions of relevance, performance, excellence, are often good pretexts to justify more cuts ! More dangerous : some countries are basing their funding on student staff productivity, or on results, or on the number of degrees. This continuing pressure on resources will mean a slow deterioration of quality unless universities can persuade Governments to reverse cuts and/or can find new income. It also means active and time-consuming work, but to find again a more favourable financial environment is a constant preoccupation.

Alumni are courted for their money; governments are invited to consider the possibility of offering tax facilities for donors. It is true that corporate and individual donors may provide the margin of excellence that will constitute the vital difference between success or failure for a university's own plans. In that respect all universities are not equal... In this context, it becomes a true challenge for universities to ensure that they are able to attract and retain funding from EU sources.

QUALITY AND COMPETITION

Expansion should not endanger quality : a massification of Higher education, a greater demand from school-leavers, more years spent at university before finding a job, constitute preoccupying issues. Universities are developing assessment procedures with a view to assuring quality - evaluation committees, national/international peer review -. Some of these procedures are directly related to funding by government (positively or negatively).

National and international competition has now become the rule; universities have to ensure that they attract students and staff of a high level from all over the world, and particularly from Europe. Better teaching, better research, better management mean better international recognition.

Evaluation must put on a European dimension. European programmes have offered an indirect way of comparing teaching and research methods in universities, thus encouraging curriculum developments. All that has been done so far in the way of modular teaching, ECTS, moves to harmonise academic year structures in Europe, languages, etc... has facilitated exchanges, offered more transparency and, in many respects, fostered quality. As a panel member clearly formulated it : « the participation to the European mobility programmes has done my university more good than the various local or national reforms in the past five years... ».

EUROPE AND/VERSUS THE WORLD

and the necessity to keep E.C programmes attractive.

The success of ERASMUS provides a solid foundation on which to build SOCRATES. Even if no general assessment of ERASMUS has yet been made, it is clear, from the discussions which have taken place between partners in ICPs and at international Conferences, that the creation of ERASMUS has had a very significant impact on teaching methods and curriculum developments.

SOCRATES-ERASMUS, thanks to the institutional contract, represents a new strategy. Colleagues however are worried about the disappearance of certain partnerships; the new programme offers more actions and as a consequence less money for mobility; some staff members are reluctant to get involved, or they prefer their individual initiative to an institutional policy. European programmes cost money to universities which cannot incorporate these expenses in their normal annual budgets. However, universities should be careful not to multiply agreements and conventions with foreign institutions as they may not meet the expense involved to keep an exchange at a satisfactory level.

The number of ICPs co-ordinated by a university, however big it is, is not necessarily an indicator of excellence; intense networking may prove costly and not manageable! This is when a policy statement and a general institutional strategy are needed.

SOCRATES and LEONARDO programmes represent a new challenge as it is largely admitted that European/international cooperation is a factor of improvement and change. Cooperation is not limited to Europe but multinational (MEDCAMPUS, ALFA, for instance) and European competitiveness must be appreciated in a world context. Europe must export its good research and teaching methods and skills. Some European universities offer degree-courses in south-east Asia; research laboratories are decentralised to Eastern Europe, HEIs feel free to develop actions according to their own geographic preferences in Europe or outside Europe.

Hence the new practice of franchising : when a European university offers degree-courses abroad, and sometimes in far distant countries, it is to be hoped that the driving forces behind franchising are not purely financial and that these degree-courses retain all their quality criteria and that the quality control mechanisms function as they do at home. Indeed this new practice, when based on exacting academic criteria, represents an innovative way of exporting European scientific know-how and skills.

New patterns are born : they represent a shift from traditional teaching and recruitment although they still rely on the strong university spirit of universality. These new patterns find their place in a global world economy; they certainly contribute to the enhancement of Europe and ensure the international role of Europe at the time when the pace of scientific and technological progress accelerates.

NEW PARTNERS AND SOCIAL NEEDS

To work with many partners is certainly the best way for a university to preserve its autonomy and be less government dependent. European programmes have initiated dialogues with new actors (councils, regions, municipalities, socio-economic world, etc...) within and outside universities. Universities have become more entrepreneurial and are able to identify their own strengths and weaknesses, threats and opportunities. In many projects, transnational cooperation is needed and there is opportunity for many interests to take the part. The more you combine, the more you innovate. Also the more money you may get !

Diversification of actors/partners means diversification of appropriate structures and of resources (even if financial participation is marginal : marginal money is the money!). Universities can have a leading role : in bringing together the multiple actors in to-day's society, in starting new forms of contracts, in developing a new consensus spirit among these actors, in encouraging the creation of target-oriented networks or consortia. The political dialogue that necessarily develops with new partners is of a richer vein; it helps in the formulation of policies, European or international; new strategies stimulate imagination and action.

2

THE DEVELOPMENT
OF A EUROPEAN STRATEGY
WITHIN HIGHER EDUCATION
INSTITUTIONS

1.

a) To what extent is HEI participation in EC programmes strategically determined both, with respect to teaching and with respect to research ?

b) On which level(s) of decision making within the institution are policy and strategy concerning participation in EC co-operation initiatives formulated ?

c) Which level (and representative bodies) are involved in the discussions leading to the formulation and to the approval of a policy and/or strategy on participation in EC programmes ?

The ways that lead to the definition of a European policy by a HEI are so varied and depend so much on national contexts and cultures, that it is impossible to generalise and define one method of work to be used by any European institution. However, the diversity within the Community invites for a systematic exchange of experiences and practices among HEIs; so much can be drawn from the inventiveness, the subtle difference of emphasis, the original approaches of each institution. From a voluntary interventionist action to a free-for-all attitude, the whole gamut exists.

The following points must be underlined :

↳ There is, so far, little planning ahead; long or middle term policies are practically non-existent.

↳ The difficulty remains to present a European policy as a specific element of a larger international policy.

↳ The enthusiasts - staff, co-ordinators, European programmes activists - feel they are not supported by decision-makers at the most senior level.

The individuals are active but not recognised and integrated. This is perhaps more true with respect to research as the main initiatives come from individual researchers or small research groups.

The introduction of a mission statement in the SOCRATES contract will certainly bring a change of attitude, provided that the statement is written by a responsible committee (and not privately by a small party of "experts") and officially endorsed by the principal decision body in the institution. This document (the mission statement) will be highly instructive for the Commission and for national authorities as a resource document providing insights into HEIs objectives and priorities.

2.

a) What are the management structures, procedures and processes normally followed by your HEI in formulating a European policy and in implementing it ?

b) Have these structures and procedures changed in response to the definitions and conditions of EC co-operation initiatives and programmes ?

Dream : - Development of policy at senior level, implementation at department level, support from administration with help of a liaison-officer.

Reality : - Co-ordination of European policy within a HEI still very much of an evolving process, something new in the making that requires big efforts...

↳ Many HEIs make a clear distinction between the political action of a Director/Vice Rector for International Affairs and the administrative work of a manager/liaison-officer at the head of an international office.

↳ A strong international office - with personnel, facilities, funds - will strengthen the image of the university; a good means to state clearly that European programmes are not marginal.

↳ A policy statement will definitely help such offices to work more efficiently : it represents a point of reference, a common project that will mobilise more people if it is successfully developed. It will also help the university to review the impact of EC programmes on its activities.

↳ The total quality management principle should be the rule when opening or supporting an international office. However, the fear is that to adapt means to expand at a greater cost when money is less available (cf. SOCRATES).

↳ It is interesting to invite the Commission and the DGs to view the universities/HEIs not in terms of isolated fragments (institutes, departments, faculties) but as entities.

3.

What are the factors which encourage HE institutions to take advantage of the opportunities to participate in EC initiatives?

Many keys-factors are stressed in relation to teaching and research :

↳ Enhancement of quality.

↳ International recognition-identity, prestige, personal ambition (career?).

↳ Commitment to the development of international cooperation (networks, partnerships, « fertilisation »).

↳ Improvement of students' future job prospects.

↳ Funding opportunities.

It seems clear that Universities do not do it only for the money, but EC funding makes a vital difference in days of budgetary pressures and cuts.

EC money is also considered as a recognition and no one wants to be left out !

Too much emphasis is laid by Brussel on applied research and this acts as an inhibitor for HEIs which have strengths mainly in the humanities or in fundamental research.

4.

What role can external organisations and groups like business and local authorities play in the process leading to the formulation of the institution's strategy on participation in EC initiatives?

↳ Reactions to this issue are both positive and negative : from a complete rejection of outside partners, in the name of autonomy and political independence, to institutions priding themselves on the many and rich contacts and effective cooperation with organisations outside the academic world.

↳ Many HEIs recognise that more can and must be done : strategic discussion with local authorities, economic agencies, industry, should become the norm. There is need for a better feedback to HE from the market and the workplace. It also becomes a key issue as many programmes require some level of industry participation : opportunity for shared research, joint production of teaching material, complementary funding, continuing education and life-long learning, etc...

↳ One HEI has defined the concept of non money assistance: for instance the introduction to new markets, new fields of research, new cooperation, by outside partners. HEIs must think in terms of mutual benefits and many local or regional realisations could be copied : science-parks, university-industry centres, incubators, etc...

↳ A university must be considered beyond its traditional function in education and be seen as an economic, social, cultural partner. The academic strength of an HEI will help attract investors to its home city and region. The role that HEIs play as forces for economic and social change in Europe is one that the Commission and national governments should encourage.

5.

a) What is the impact, if any, of a dialogue between institutions on strategy formulation ?

b) Do you think an interinstitutional dialogue would help institutional strategy formulation and, if, so, in what way ?

c) How would such a dialogue have to be organised to be able to help institutions in their strategy formulation ?

↪ Some think this dialogue has no impact on the formulation of a European policy; very often it is non-existent. Others consider this dialogue as impossible since HEIs are facing a strong competition and are rivals against each other for the comparatively limited funds available in Brussels for Higher education.

However, this dialogue is highly desirable and must be encouraged. Many European bodies can help develop contacts, exchanges, ideas at tactical levels on European policy and strategy. Their action is perceived as very positive since they offer forums, meetings and seminars to HEIs : CRE, EAIE, OECD, IMHE, ESMU, etc...

This dialogue takes place within countries and should be used more often, when HEIs decide to work together locally or regionally, and also across boundaries. The universities should be careful to seek partners not only in closer countries but widely across the European Union.

A regret : not enough dialogue with the different services of Commission and the DGs. Real dialogue might help to find one's way in what is often described as a jungle or another planet: more practically, it might lead to a better understanding of the criteria for the approval of initiatives and projects by Brussels.

6.

a) Some believe that achieving complementary, i.e. structuring objectives and procedures of different EC initiatives in such a way that they complement each other in a clear and positive way, will be a major service to the users of these programmes. To what extent do you share this view ?

b) Which measures would be needed to achieve complementarity ?

↪ There is a general agreement on the necessity of stressing and explaining complementarity as defined in the question above. Greater transparency, better co-ordination of objectives, clear statement of goals, less bureaucracy, on the part of all partners are expected. HEIs must encourage better internal communication and better financial management on their part.

↪ The need to avoid overlaps in programmes is permanently stressed as well as harmonisation among programmes; different guidelines, different application procedures, different deadlines are likely to create difficulties... One could dream of a single look of guidelines...

↪ A clear vision of all the programmes requires a great deal of additional expertise; for a HEI, it is not easy to have a think-ahead, multifaceted approach to programmes and the policy of the Community is constantly evolving. When a new programme is launched by

the Commission, it is necessary to advertise and promote it; the campaign launched to promote SOCRATES was greatly appreciated by all actors and partners : universities and all Higher education institutions, national governments, ministries, local authorities, non-university sectors. The creation of promoters that went round places according to a program of presentations and talks, with a national and European dimension, is considered quasi-unanimously as a great innovation on the part of the Commission.

If complementarity is highly desirable some scepticism, however, is voiced :

- ↳ It requires some tight management on the part of participating HEIs.
- ↳ Can a project be supported by several programmes, or, does support from one source of funding depend on the success of another bid ?
- ↳ Some guidance may prove useful on the possibility of mixed sources of funding.
- ↳ Will the Commission encourage HEIs by provision of additional funding for projects that contain objectives spanning several EC programmes ?

7.

What are the sources of information about EC programmes to which HEIs have access ? How is this information managed internally or externally ?

↳ Too much information kills information !

Information is not a problem !

Two opposite reactions again ! But there is a constant demand for a better handling of information on the part of Brussels and on the part of the HEIs.

The idea is to do away with multiple sources that range from leaks (rumours, personal contacts) to Official Journals, and work on clear, consistent, reliable, standardised, regularly updated information.

The difficulty is to make sense of too much information for HEI; most of the time the official documents cannot be distributed in their original form and a digest is needed. A HEI has to make sure that the right information reaches the right people through newsletters, digests, guides (paper and electronic).

The role of national agencies in Brussels and other correspondents specialised in stop-press information may prove both efficient and confusing as they may contribute to a haphazard dissemination of news.

↳ The establishment of ORTELIUS databank accessible through INTERNET will definitely contribute to a reliable and updated information on European Programmes, HEIs and HE in Europe.

8.

Other comments.

↳ Complementarity will be difficult to achieve if selection procedures and criteria remain opaque. To build a project on two or three different programmes may prove a mistake - or a waste of time - if it does not increase the applicant's chances of success.

↳ The decision to submit a proposal represents a big investment in time and sometimes money. Researchers may be very disappointed by a refusal from Brussels and will not submit again; particularly, internationally recognised researchers who may personally resent a rejection. « Brussels needs to ensure that it does not simply attract those who are seeking the money, but, very positively, that it attracts the best scientists in Europe ».

3

*COMPLEMENTARITY:
PRESENT
AND
FUTURE*

Community Initiatives for which Higher Education Institutions are Eligible **Complementarity: Present and Future**

For the purpose of this analysis complementarity between EC-initiatives in Higher Education may be defined as the planned co-ordination of separate actions, in the phase of their conception as well as in that of their implementation. Through such co-ordination, initiatives with separate sets of objectives become compatible in their realisation by the actors concerned.

The problem of complementarity should be approached from two angles. First of all, one should consider the complementarity that exists or could exist between Community initiatives in Higher Education. And secondly, one should investigate how complementarity could be achieved between Community objectives that affect Higher Education institutions, on the one hand, and the objectives of HE institutions with respect to European cooperation, on the other. It would seem that the moment has come to undertake both types of investigations: the first investigation would seem timely because the Community now has an official role to play in the field of Higher Education (even though the limits to this role have been clearly laid down in the Treaty); the second type of inquiry would appear to be important at this point because, for the first time, a Community programme, namely SOCRATES, is asking HEIs to formulate a policy with respect to European cooperation -- not so as to influence the formulation of such institutional policy but in order to take into account the university's own perspective on the wide array of cooperation activities for which it requests Community funding. Moreover, institutions are asked to formulate strategies with respect to European cooperation by many other parties, from national governments to potential sponsors. In addition, budget shortages force institutions to pursue a more co-ordinated and aggressive approach to funding opportunities for European cooperation activities.

Returning to the above definition of complementarity as the planned co-ordination of separate actions, one may ask to what extent there is complementarity between Community Initiatives in Higher Education. The information on EC actions collected and analysed in the framework of this project revealed that, apart from co-ordination of individual aspects of Community actions for which HEIs are eligible, no attempt has been made on Community level to establish a co-ordinated approach to EC actions in order to optimise their complementarity for HE institutions, nor to achieve an overall overview of all actions that could be of relevance to Higher Education institutions.

Such lack of complementarity should neither come as a surprise nor should it be interpreted hastily as the result of a 'typical' oversight of a malfunctioning Brussels bureaucracy. In fact, the past political framework for Higher Education initiatives on Community level pre-empted such concertation. Before Maastricht, there had not been any legal basis on which a Community policy in education could be formulated and without such a policy administrative structures had no reason to combine their efforts with respect to Higher Education. With the Maastricht Treaty, it will for the first time be conceivable to define the conditions under which complementarity between Community initiatives could be achieved from the point of view of HE institutions and to promote such complementarity by describing the advantages it would offer.

Thus one should make use of the simultaneity of the Community's quest for a co-ordinated HE perspective, on the one hand, and the universities' attempt to make the most of European cooperation opportunities, on the other. And concertation between the Community and HE institutions in the design and implementation of cooperation activities is bound to be of mutual benefit.

In the following inquiry into the Community initiatives and the complementarity that may or may not exist between them, a brief outline is given of the background and current state of affairs which govern the interrelationship of Community initiatives in Higher Education.

I. Policy Context

1. Education and Training

Before MAASTRICHT:

Since **Education** as such was not mentioned specifically in the Treaty of Rome, nor in the Single European Act (1987), there was no legal basis on which a European education policy could develop. Nevertheless, many actions and initiatives taken at Community level concerned education, particularly in the Higher education sector.

Such actions were justified, first of all, following the "communiqué" from the heads of state (Hague, 1 and 2 December 1969) and the resulting resolution on cooperation in education of 16 November 1971. A first action programme in education, including a number of measures in Higher education, was adopted in 1976.

Secondly, actions on a European scale in the domain of education and training were also consequences of general provisions of the Treaty of Rome, such as non-discrimination of other (non-national) Europeans on national labour markets and free movement of people. Article 57, for example, foresees the right of establishment so that, in order to allow people to be self-employed in other EEC countries, the Council issued directives (after 10 year long negotiations) for mutual recognition of diplomas, certificates and other formal qualifications (e.g. for nurses, dentists, vets, pharmacists, architects). Furthermore, it was regulated on the basis of Article 49, which foresees the free movement of workers, that migrant workers should be able to participate in the general education and vocational training systems under the same conditions as the citizens of the state concerned.

Thirdly, there are Community policies and programmes in other areas of activity which have both direct and indirect implications for Higher education. E.g. Community policies on free trade, agriculture, energy, environment and last but not least cohesion in Europe have human resource and training implications with a direct impact on Higher education, influencing curriculum development, teaching and research (e.g. enhancing Higher education facilities and programmes in remote areas as a means of enhancing cohesion between Member States).

Finally, the Treaty of Rome, while leaving education as such unmentioned, does vest powers in the Community with respect to a common vocational training policy (art.128). Since distinctions between training and education are difficult to draw on Higher education level, the notion of "vocational training" was understood rather inclusively by a series of European Court of Justice Judgements (Gravier, Blaizot, ERASMUS). According to the Court, every type of education which confers a skill or qualification for a particular profession can be called professional or vocational training, whether or not a general education part is included in the degree courses or not (*). Such jurisdiction led to the inclusion of the Higher education sector in vocational training community actions.

Moreover, the court argued that while educational structures or policy do not fall under the scope of the Treaty, equal access and participation in educational courses does, especially if they form part of professional or vocational training. Thus, on the basis of article 7, it was argued that EU citizens should be treated equally with respect to access to such courses, and any form of discrimination on the basis of nationality -- such as charging Higher enrolment and tuition fees as was the case with the plaintiffs Gravier and Blaizot -- cannot be allowed. This of course meant a huge step ahead for intra-European student mobility and also argued the case for its support mechanisms.

In the ERASMUS judgement, the Court explicitly stated that the European Council may establish "fundamental principles of a common vocational training policy" and that this may include adopting such a programme as ERASMUS which includes concrete measures to realise such policy together with universities and university teachers.

Thus, before Maastricht, actions in Higher education did not derive from a Community education policy but were seen to be relevant on Community level only in so far as they constituted means to achieve other policy ends which were seen as a priority in building up a common market. However, general principles for a common vocational training policy were formulated, which targeted the HE sector, among other types of institutions and actors.

After Maastricht:

With the Maastricht Treaty, there is now an explicit legal basis on which cooperation in the field of education should be developed for the Higher education sector on a European level. Article 126 states the targets and limits of Community involvement in Education, namely

- that it should be justified by its contribution to the development of quality education, which is supposed to be achieved through cooperation activities
- that it should only "support and supplement" the action of the Member States "if necessary" while fully recognising the responsibility of the Member States for the content of teaching and the organisation of educational systems and their cultural and linguistic diversity.

Article 127 circumscribes the Community competence for developing a vocational training policy, namely that it should support and supplement the action of the MS while fully respecting their responsibility for the content and organisation of vocational training.

(*)Françoise Gravier contre Ville de Liège, 13 February 1985, aff 293/83, Rec.1985, p.593.

2. Subsidiarity as general principle for Community action

The mention of the relevant articles of the Maastricht Treaty is important in this context since it points to the principle of subsidiarity which circumscribes certain Community actions. The Community is explicitly excluded from interfering with the "content of teaching and the organisation of education systems". Of course, it is difficult if not oftentimes impossible to judge when a cooperation action results simply in a better understanding of another country's organisational structures and of a partner institution's differences with respect to curriculum in a given sector or when it results in adapting one's own structures to import what one likes elsewhere. Mutual stimulation, which should of course be part of any cooperation which aims to enhance quality in education, will always result in some adaptation of teaching content and educational structures (e.g. to remove some barriers to mobility within Europe). Thus the Commission is bound to draw the fine line between quality-enhancing cooperation, on the one hand, and unallowed interference, on the other. The result is likely to be an extremely sensitive relationship with the national interlocutors who, for many programme strands, will also have to be responsible for part of the programmes' implementation.

3. Research

Although the Community started embarking on research activities (particularly in the nuclear energy sector) in the late 1950s, the concept of a European science and technology policy is of comparatively recent vintage. It was not until 1987 that RTD became part and parcel of Community action as a result of the "Single European Act" which entered into force that year. It provided an explicit legal basis for the Community scientific and technical cooperation, setting the objective of establishing a "European Research and Technology Community".

The Community's research and development activity has the clear economic objective of underpinning the competitiveness of European businesses. The Community programmes promote cooperation between universities and companies in order to achieve a critical mass enabling Europe to rival Japan and the United States. They place emphasis on precompetitive research, i.e. basic research situated between fundamental science and commercial applications, covering priority topics which are believed to be better tackled collaboratively, given their complexity and costs.

4. Social Cohesion and Regional Development (Structural Funds)

As there are continuing, marked economic disparities between some European regions and the Community as a whole, the Community is strongly committed to a policy of social cohesion so as to reduce these disparities. The greatest part of the "Structural Funds" which the Community sets aside to help disadvantaged regions is attributed to "Objective 1" regions, i.e. those areas whose economic development is delayed for one reason or another.

The Structural Funds are certainly worth mentioning because they constitute the biggest Community source of money for education and training, a fact which is often overlooked, due to the high degree of decentralisation of the Funds' allocation. A few figures should illustrate this: The Structural Funds constitute about a third of the overall Community budget of 420,000 MECU, i.e. 141 000 MECU for the period of 1994 to 1999. Nearly 100 000 MECU are allocated to Objective 1 regions, for which the importance of human resource development for the future of these regions has been explicitly recognised (in the 1994 revision of the Structural Funds regulations). Thus about 30% of that sum will be spent on human resources, in addition to money spent on research and technological development. RD expenditure represents, for the period of 1994 - 1999, approximately 5% of the operational programmes for Objective 1 regions, against 2,5% for the previous period. As regards Objective 2 regions, approximately 13% of the programmes are devoted to RD.

II. Problems Resulting from Policy Background and Administrative Framework

1. The new basis for developing a policy not just with respect to vocational training but also with respect to education in general should make it possible for the Commission to develop a more co-ordinated approach to Higher Education institutions as such, since the latter are responsible for both vocational and less professionally targeted educational functions. Article 126 enables the Community for the first time to break the artificial divide caused by the previous limitation of its competence to vocational training. This is to some degree reflected in the more ambitious scope and formulation of the two major programmes in which HE institutions are targeted as such, SOCRATES and LEONARDO. In an attempt to integrate the experience with various previous Community action programmes into a wider political continuum, both programmes address different types of educational and vocational institutions and actors. A common list of objectives is supposed to apply to all strands of each programme. The opportunity gained, of course, is the greater interconnection of actions concerning different educational phases and environments. However, since the vocational programme, LEONARDO, remains separate from the general educational programme SOCRATES and addresses Higher education institutions only as one of several types of actors, it is still difficult to detect a co-ordinated policy with respect to Higher education as such. The reason for the separation of the programmes lies in their separate legal bases and procedures, which make it administratively more opportune to maintain separate structures of implementation. But these separate structures have also resulted in a separate conception of both programmes which is reflected in the fact that little attempt has been made to relate the similar actions concerning Higher Education institutions of both programmes to each other (especially with respect to curriculum development activities). It is even unlikely that related project proposals submitted by HE institutions participating in both programmes would be recognised as being related, as possibly complementary or even as overlapping, since the relevant curriculum development actions are organised decentralised. However, through such actions as the SOCRATES Thematic Networks, in which professional organisations and other non-academic expertise are also welcome to participate in addition to primarily targeted HE representatives in order to reflect on cooperation in a given field, the two perspectives of training and education can be brought together to reflect on current cooperation and generate ideas for future cooperation.

2. Considering the principle of subsidiarity and the resulting power of Member States to veto Community action on the grounds of unwarranted interference in their educational affairs, it should be noted that any attempt to formulate a more co-ordinated approach to Higher Education is likely to be met with suspicion and some resistance from individual Member States. Since, through the programme committees, the Member States are even allowed to interfere in the management of the Community initiatives, one can easily imagine a single unwilling Member State having the power to block an otherwise widely popular initiative. Moreover, the Treaty's formulation that Community action should "support and supplement" Member State action enhances the danger of Community initiatives remaining a patchwork of many successful ingredients that managed to pass by the multinational surveillance system but that offer little « *marge de manoeuvre* » for a co-ordinated approach to Higher education.

3. While the figures relating to the monies available under the Structural Funds appear most promising, it should be noted that the latter are not exploited as much as they could be by HE institutions. This is probably due to the extremely decentralised nature of the funds' allocation, which makes it difficult for potential applicants to know where and how the programmes are implemented. To find out whom to address and where to gain access to information on the relevant programmes may already be difficult. While the regions and Member States concerned rightly claim that their input in the formulation of policies regarding the regions concerned is vital, this may create quite a challenge for potential beneficiaries since they have to address an array of authorities and procedures before they can even hope to benefit from such actions. For an HE institution which does not have a strong central office and does not actively pursue the information relating to such programmes, such opportunities might easily be ignored.

4. In general, the end user of Community initiatives in Higher Education may be stunned by the fragmented picture of Community actions under which HEIs would be eligible to apply. Such fragmentation results from the fact that with respect to EC educational initiatives before the Maastricht Treaty policies derived part of their justification from the success of the actions, for the reasons mentioned above. Furthermore, due to the integration of education and training actions in other Community programmes with a separate set of objectives from an altogether different policy domain (be it social cohesion, the competitiveness of European trade or industry), the multiplicity of Community initiatives which could be of relevance for HEIs goes hand in hand with a multiplicity of objectives to which the institution's own proposal would have to respond. Thus, in addition to the programmes in which HE institutions are targeted as such (SOCRATES, LEONARDO, 4th Framework Programme, Tempus, Jean Monnet) there is an imposing number of initiatives and other funding opportunities for which HE institutions are eligible to apply among other types of actors: e.g. initiatives for developing external relations (DG 1), Social Fund programmes (DG V: Adapt, Employment), Regional Development Fund Programmes (DG XVI, decentralised actions affecting individual Member States), training actions in targeted sectors (such as health, environment, fishery), and opportunities for studies and analyses, as well as for technical assistance and evaluations of Community actions in virtually all areas of Community competence (see draft inventory).

5. Furthermore, the greatly varying modalities of implementation of the relevant initiatives (often resulting from different legal frameworks) make it impossible for any given institution to find a central source of information on Community initiatives. Different types of authorities, from the Commission down to their own local authorities have a hand in the dissemination of information regarding Community initiatives and in their implementation. Their procedural differences make it difficult for an institution to pursue a co-ordinated strategy with respect to EC initiatives.

III. Access to Information

In the framework of this project we have attempted to establish an inventory of all the actions for which HE institutions are eligible to apply (see annex). This undertaking proved to be much more difficult than foreseen for reasons that might be worth noting here since any international office of a university interested in such information would be likely to encounter the same difficulties.

1. While there are only a handful of EC-programmes which target HE institutions specifically -- namely SOCRATES, LEONARDO, and the 4th Framework Programme for research and technology -- a vast number of possibilities for HE institutions to participate in EC-initiatives form part of other programmes in which other types of institutions and actors participate alongside the HEIs. As pointed out above, information is not concentrated either.

2. As already mentioned above, there is a great number of initiatives in most DGs in which universities could participate without this being clear from the title or short definitions of these actions. The potential HE applicant faces the additional difficulty that outside of DG XII (research) and DGXXII (training and education) none of the DGs, with the exception of DG VIII, have a HE co-ordinator who could pass on the relevant information. Even a DG with many HE-relevant actions such as DG I does not have a single official who could present an overview of all HE-relevant DG I actions.

3. A further difficulty lies in the fact that some programmes with great HE relevance such as the 4th Framework Programme, PHARE and TACIS are administered by more than one DG. Thus the parts of the 4thFP (most of which is managed by DGXII) which concern environmental issues are dealt with by DGXI (which specialises in Environmental policy), those that have to do with technology transfer by DGIII, XIII and XXIII, dissemination of results by DGXIII.

The interested HE individuals really have to know their way around before they can gain access to the relevant information so as to find their slot for action.

4. The HE-relevant initiatives, be they more visible or hidden in larger programmes which do not target HE as such, are of very different scope: some programmes, such as the 4th Framework or some of the Structural Fund programmes, have important amounts at their disposal for HE and other applicants, others 2 million or less (e.g. studies funds of some directorates). As financial scope often depends on Council decisions which are often still pending at the time guidelines or information leaflets are published, HE institutions would sometimes not know what kind of efforts should reasonably be invested in a search for more information on HE-relevant actions. Often wrong expectations may be raised.

5. For some smaller HE actions, personnel is so limited that open access to information and a consequently larger number of applicants would not be controllable, feasible and thus not desirable. Indeed some officials seemed to have a rather casual attitude toward the free flow of information and did not seem to recognise that the just and efficient management of EC-actions depends on a free flow of information between the programmes' managing units and the end users (or sometimes even on taking particular initiatives in providing information to potential applicants, as for example in the case of less active regions or types of institutions in Europe).

6. Detailed information about EC programmes is not always available at the Commission itself but, in the case of the more decentralised programmes, has to be obtained in the various Member States at federal or regional managing units. Thus the interested HE individual has to know something about the management of the programme to know where to look for information. The most noteworthy example for this problem are the Structural Fund programmes which are managed differently from country to country with different levels of administrations involved in the negotiation of their contents as well as in their implementation. An HE institution might have to turn to their regional authorities for relevant information rather than the Commission which might not even know which authorities would be responsible and would have to refer the HE professor or international officer to the national authority for further clarification. Very often HE institutions would not even embark on such a labyrinthine search, especially if they do not know how much money could be mobilised for their projects. However, if a SF programme does have a HE section it would very often be worth it, more so than any other centralised EC programme! The SF case is complicated by the fact that different countries choose different administration modalities. Some group all of their funded action slots in one programme (Single Programming Document) while other define the general guiding policies in a Framework Programme and define details with respect to individual action lines in the so-called Operational Programmes.

IV. The Inventory

On the basis of the responses from all Commission services, a list of all HE-relevant actions (annex) could be structured in the following manner :

1. First of all, one should distinguish programmes and actions which target Higher Education institutions as such and those where HEIs can participate side by side with many other types of institutions.

This may have all sorts of implications for HEIs. Firstly, as far as HE targeting initiatives are concerned, information on the relevant actions is more easily accessible once the respective unit is contacted. Other initiatives which do not target the sector as such would have to be looked at more closely to establish what lines of action could be of interest to HEIs.

Secondly, the scope of funds which flow to the Higher education institutions in a given project may be greater if HEIs are targeted as such, although, remarkably, the overall sum of money which could become available for use by HEIs in the framework of EC initiatives which do not target the sector appears to be greater if one considers the Structural Fund programmes as well. Furthermore, if different types of institutions, including small enterprises or consulting firms, constitute potential competitors for the same funds, the proposals which HEIs put forward might have to be presented in a different manner. In some programmes with a wide array of different types of contractors there may even be a policy to encourage corporations between universities and businesses or other institutions, in which case HEIs have to show considerable flexibility.

2. It should be emphasised that most but not all Community initiatives for which HEIs are eligible are cooperation actions. The Structural Fund programmes, for example, target particular regions mostly without involving cooperation.

3. One should also distinguish between centralised EC-actions/ programmes which are managed by the Commission or its Technical Assistance Bureaux, on the one hand, and decentralised EC-actions and programmes, on the other. Usually the decentralised actions are negotiated and implemented on the basis of bilateral contacts between the Commission and the Member State, which entails that the modalities of implementation and even programme priorities could differ greatly from one national scene to the other. Such is the case with PHARE and TACIS, e.g., and with most of the actions which fall under the Structural Funds, be they included in "Single Programming Units" or "Community Support Frameworks" with its different "Operational Programmes". (Only 11% of the Structural Fund actions are managed centrally, the latter being called "Community Initiatives".) One further complication lies in the fact that some programmes which are centrally managed, such as LEONARDO or SOCRATES, contain a number of decentralised actions -- usually justified on the basis of the principle of subsidiary -- for which detailed information, applications etc. should be obtained via national agencies.

4. Finally, one should distinguish between initiatives in research, training and education, a separation which may make sense from the point of view of administrative structure and legal/procedural differences but is somewhat more difficult to grasp for HEIs. Especially the distinction between training and education may seem rather unnatural and often arbitrary in the eyes of HE professors and officials.

As far as research actions are concerned, the Treaty requires all RTD activities to be in the research framework programmes. However, some exceptions can still be found outside of that framework, namely, first of all, actions which target research but form part of an operational programme of PHARE, TACIS or the Structural Funds. Secondly, small research initiatives in areas which lie far outside the thematic scope of the 4thFP, such as, e.g., "Data and Media Content Research" action (managed by DG X/ A.2). Finally, any directorate will have some slice of its budget at its disposal for studies in their respective sectors, many of which amount to small research projects.

With respect to EC initiatives in training and education it may not be surprising that there are many more EC actions which support training than education (given the fact that EC-level cooperation in training could be more easily justified before Maastricht). But as the distinction makes only limited sense anyway, many university departments should try to present a project as 'training' cooperation if that makes it eligible. Obviously not every department can do so, however, and those which provide 'only' general liberal arts skills are

clearly disadvantaged as far as EC funding is concerned. Institutions and departments which offer courses with a more applied perspective and clear job-market orientation and pride themselves in manifold contacts with non-academic institutions/businesses, however, have a particularly good chance at obtaining EC support, especially of course if they cover fields which happen to be among the priority sectors of the EC.

V. Questions for the Future

If separate policy, different legal frameworks and administrative structures have to remain as they are, concerted attempts to make EC programmes more transparent and user-friendly for HEIs should nevertheless be considered. Especially in light of the Commission's own emphasis on innovation, competitiveness and on the dawn of the information society, one may hope for greater attention not only to easy access to information on EC initiatives but also to the ideal of complementarity between such initiatives -- if such complementarity promises to enhance the innovative potential of EC-funded projects.

Furthermore, exchange of experience with university participants in different programmes may help to stimulate the constant review that such programmes undergo, disseminate their success stories and thus offer better opportunities to a greater number of potential applicants.

Of course, attempts to seek complementarity between EC programmes from the perspective of a particular end user, namely HE institutions, should be undertaken together with the HEIs as the latter have accumulated significant experience with different types of EC programmes and will be able to fill the notion of complementarity with meaning that is university-specific. Ultimately, it will be the professor in a given department, supported by the well-informed international office, who can develop a more concrete sense of what complementarity between EC actions could mean and what new perspectives it could bring to his or her research or teaching.

A Case in Point:

An environmental studies department is exploring different possibilities of cooperation.

- First of all, it could look into EC-funding for particular studies for which a wide variety of possible fields are specified (see inventory).
- It could also try to submit a tender for technical assistance for evaluations to DGXI.
- Furthermore, it could provide in-service training of teachers, design teaching material, establish networks with other universities or other educational institutions -- all under DGXI initiatives and supervision.
- Since under TACIS or PHARE, environment and nuclear safety constitute a priority, it may find opportunities for constancy on restructuring of educational structures and contents, training, studies, and development of educational material (part but not all of which would come under the TEMPUS umbrella) in the ex-Soviet Union or Central and Eastern European countries.
- Other programmes which promote educational exchange in a variety of subject matters (some specifically mentioning environmental studies as a priority) are
 - ALFA,
 - cooperation initiatives with Canada, the US, India, and of course
 - SOCRATES and
 - LEONARDO for cooperation with other EU partners.
- In addition, it could look into the pilot projects under "Information Society and Regional Development",
- development of training courses for peripheral regions (REGIS II).
- Last but not least (especially in terms of funding) it may be interested in research projects and thematic networks within the Fourth Framework Programme.

How could a department such as in the example given above design projects which exploit the potential complementarity between the different EC-funded initiatives and what interest, apart from the money, would it have in doing so?

For a potential applicant in a university department or a university's support services, 'complementarity' can be established from four points of view:

1. the initiative's or the project's objectives;
2. the type of actors involved;
3. the target partners and geographic areas;
4. the subject matter involved.

Furthermore, from the point of view of both the Commission and the universities' international offices, both of which are interested in the smooth operation of the funded projects, there should be complementarity between the modalities of implementation and the levels of administration responsible for the implementation of the EC-programme and for overseeing funded projects. Last but not least, complementarity could be understood as the challenge to find multiple sources of funding for a given project.

In trying to define complementarity between EC initiatives from a university perspective it might be useful to consider complementarity from the above-mentioned points of view.

1. Since the delineation between different EC programmes usually derives from policy domains, they are usually distinguished by their **differing objectives**. From a Commission point of view, complementarity could thus be most easily established from the point of view of the programmes' objectives. While it is important for universities to know what the programmes' objectives are in order to establish whether their own project application would be relevant, such political objectives will only partly be of immediate interest to university applicants. Apart from fitting their own 'real' objectives into the EC programme's own objectives in order to optimise their success rate, university applicants would enhance the impact of their project if they knew how their own objectives were complemented by those of other individuals in their department or other departments with related interests. E.g. the Dutch environmental studies professor who is developing a training course in waste and pollution management for Poland under PHARE with the aim of helping the restructuring of public administration of the environment, should be aware of other projects at his/her institution, e.g. research in comparative public and torts law, development of case studies material on environmental costs in the economics department. Some of these activities and interests would be more research oriented, others more geared toward teaching or even training of professionals (continuing education). Thus different kinds of questions would be dealt with, such as what does one know about various facets of waste and waste management, what does society do about it, what could one change; how could legislation change, how has it responded to new awareness of environmental problems; what experience has been gained in other national situations; how can recently acquired knowledge be introduced into current practices in public and private management of waste problems (training programmes for public administrators). The example (as uninformed about studies of waste management as it may be) only serves to illustrate how a mullet-faceted approach to a social issue such as the above would not only do it greater justice but would also shorten the path from research to application. Projects which are supported simultaneously by different EC-funded programmes with their respective different sets of objectives could indeed benefit greatly from an intelligent combination of different objectives, even if these complementary sets of objectives do not coincide completely with those explicitly mentioned in the programme guides. Broadening the perspective, not just through cooperation with partner institutions from other countries but also through a conscious combination of different cooperation objectives is bound to result in new awareness and thus likely to be innovative in some form or another.

2. Projects with different sets of objectives often also address **different target audiences** and involve **different kinds of actors**. E.g. in order to allow for new knowledge to be applied in public administration or industry, new training courses and material have to be developed which address professionals and may involve not just university professors but also personnel managers, in addition to the different types of professionals whom one may want to target.

3. Any given department may be interested in cooperation with **different parts of the world**. Often the geographic areas targeted in a given project would of course go hand in hand with different objectives again. E.g. sometimes the aim might be to acquire new expertise through the exchange with a partner institution abroad, sometimes it may be to use expertise to combine efforts in order to find solutions for transnational problems. The Commission programmes offer funding opportunities for cooperation with a wide selection of countries, well beyond the European horizon. For the Commission it may be helpful to consult university departments with experience with different EC initiatives so that the relative success of such approaches could be evaluated more easily.

4. It goes without saying that exchange of experience between different departments which deal with related subject matter will produce more open, lively and innovative study and teaching practice. To seek complementarity between EC-funded projects from a **thematic point of view** (already suggested in the above example) should thus be welcome. Cooperation between different but related fields is likely to result in a more self-critical methodology (apart from helping participants who acquire insights into another field while exercising and examining authority in their own). In addition departments would probably derive benefits and stimulation from combining efforts to define projects which would present a new interdisciplinary perspective and at the same time be supported by different DGs. More pragmatically, one may add that disciplines such as the humanities which find less funding opportunities among the EC offer of programmes might find it 'beneficial' to combine efforts with a more favoured discipline (if their teaching and research interests allow it). There are some EC initiatives under which the usefulness of thematic complementarity could be explored, such as the so-called thematic networks of SOCRATES/ERASMUS or those organised by DG XII.

VI. Toward better Practice

The following recommendations take into account that the array of policies and programmes which are of relevance to HEIs are the outcome of a complex democratic process and are not likely to be amalgamated or tailor-made for the sake and better use of HEIs, which are, after all, only one of many types of end users. But with all due respect for the political process and the principle of subsidiarity which shapes it, HEIs are still faced with the situation of having to find their way through the labyrinth of information and procedures. Whereas complementarity between HE-relevant EC initiatives is best defined at departmental level by the group of individual teachers and researchers who are interested in cooperation in their own field of specialisation, only very few HEIs are currently in a position to afford the immense time investment required to keep abreast of all the relevant opportunities and their contact points, modalities, procedures, etc... It should not be expected of a Commission administrator of a programme which does not even target Higher Education institutions as such to think about the specific problems of HE end users. But some conditions would have to be fulfilled at the level of the Commission (as well as at that of the institutions themselves) for HEIs to be able to solve those problems and strive toward greater complementarity in their use of EC initiatives.

It seems that with better awareness of each other's political, managerial and financial problems both parties can only gain. The Commission would gain more prepared, adapted participants to their programmes making better use of the immense pool of expertise in the Higher Education sector. The HEIs would have a better success rate with their applications since they would understand the political priorities and constraints of the Community better and would thus pay more respect to the particular programme's objectives.

1. Standardised information should be published by the DG units with HE relevant actions. Considering the number and different kinds and scope of HE initiatives, the differences should at least be immediately visible and information should be presented in easily recognisable form and format so that HEI officials and professors can quickly establish whether an EC-action is of interest to them.

In light of the different procedures of implementation of the EC programmes there should also be a standardised and updated information sheet on the respective procedures of application, submission, with relevant dates and contact points for interested HEIs.

It is recommended that the HEIs assist the Commission service dealing with cooperation in Higher education (DG XXII / A/2) in designing such information sheets which could then be filled out by the relevant services.

2. Such standardised information should be published on Internet. Experience shows that if this is not done, individuals proceed to spread rumours about the programmes on Internet which are often difficult to correct. Communication via Internet, exchange of information, experience, opinions and recommendations, have become so habitual among academics that it would be wasteful not to make use of this widely accessible channel of exchange and excellent means of dissemination. The access to information on relevant programmes would be even easier and quicker if inputting included use of keywords concerning subject matter. Thus a departmental professor could easily browse through the relevant programme information.

3. Each DG - whether it be responsible for very few small initiatives or studies which are relevant to HEIs or for bigger programmes - should have one contact person for Higher Education Institutions. While that person may have other responsibilities as well, he or she should always have a detailed and updated knowledge of all of the DG's HE-relevant actions and a good overview of other DGs' HE initiatives so as to be able to make some superficial suggestions regarding possible complementarity. The contact person should also be regularly in touch with the information officers and designated Higher Education contact persons in DG XII and DG XXII and keep them informed about changes in HE opportunities in their DG.

4. The two DGs which constantly deal with HEIs (DG XXII and DG participating in FP4) should designate information officers whose sole responsibility is to be informed in detail about all HE-relevant actions, to be in touch with the other DGs' contact persons, 'aggressively' pursue information about their initiatives, disseminate information on the basis of a coherent information policy and with standardised easily recognisable format. They should have a fair understanding (and, if possible, experience) of the university world and a good enough overview to assist HEIs in finding the right 'slot' for their project application and even suggest ways in which the applicant could seek complementary funding.

With respect to HE-targeted programmes (SOCRATES, LEONARDO, 4th Framework) they should know in detail how the programmes could be combined by HE institutions and what the modalities of application are. They should always have an updated list of the contact persons in other DGs.

These information officers should also inform the DG officials about the kinds of concerns and questions which HEIs are preoccupied with and should make sure that this input is forwarded to those DG officials who are responsible for conceiving the next years' guidelines or the next programme phase.

5. HEIs should form a forum/ network (such as a Thematic Network under SOCRATES) on complementary approaches to EC programmes where they can exchange experience and most importantly discuss strategies concerning cooperation in and beyond Europe.

Such a network could provide a channel through which professors and administrators of Higher Education Institutions could communicate directly to the Commission their ideas with respect to new fields, means and forms of cooperation. Here they could also give their

opinions on useful combinations of EC and other programmes for Higher Education projects and on the implications and added value associated with combining different sources of support.

It may also prove to be useful to address such questions in a working group of already existing Thematic Networks so that they are addressed from the concrete perspective of a particular field. In such a context, professors (and possibly professionals in related fields) will be able to define what complementarity between different support programmes could mean in terms of themes, objectives, actors, and areas of cooperation.

4

***RECOMMENDATIONS
TO HIGHER EDUCATION
INSTITUTIONS
AND TO COMMISSION SERVICES***



Note : These recommendations arise from the discussions in the panel meetings and also reflect the views expressed in the answers to the questionnaires completed by HEIs in the member states of the EU. The role of the member states as the creators of the social and political framework for HE, and as important sources of funding, is fully acknowledged. The following recommendations, arising as they do from a study concerned with an aspect of the role of HE in the European context, necessarily concentrate on action which the Commission services and HEIs themselves may take.

1. Defining a European policy.

- 1.1 **HEIs** should ensure that in preparing their strategic plans they include a statement of their policy in respect of participation in EC programmes and that this statement is endorsed by the key decision making body (such as the Council of the University or the Senate).
- 1.2 The **Commission** might find it useful study such statements of policy by **HEIs**, as a means of informing itself about the aims of HE and of gaining insight into the contribution that **HEIs** are making and could make to Europe's development.

2. Management structures, implementation of policy.

- 2.1 **HEIs** should ensure that they have made specific provision for the implementation of their European policies. It is acknowledged that the precise arrangements will vary from one **HEI** to another, but the model of an International Office, which includes EC matters in its range of responsibilities and which is managed by a Director who reports to a Vice-President or Vice-Rector for International Relations, is one which is recommended. Such an office can facilitate the « top down, bottom up » approach that is generally regarded as desirable.
Also, **HEIs** should review the impact which EC programmes have had on their own activities in respect, for example, of the introduction of new arrangements for recording and transferring credit for academic courses or of changes in priority for research activity prompted by framework programmes.
- 2.2 The **Commission** should view **HEIs** as entities and not think simply in fragmented terms of the contribution which they make to particular programmes. It should be remembered that the staff of international offices and the senior members of the **HEI** to whom they report, frequently are among a minority of enthusiasts for participation in EC programmes.
As elaborated below, the **Commission** might well find it helpful to consider what steps it might take that would help spread that enthusiasm.

3. Participation in EC programmes.

- 3.1 **HEIs** are invited to maintain their investment in European programmes in terms of staff and money resources, to make sure that their contribution allows them to meet part of the cost of programmes. This contribution reflects their European commitment.
- 3.2 A successful contribution to an **HEI's** involvement in EC programmes should be reflected in the promotion and career development of the staff concerned.
- 3.3 The **Commission** should recognise the importance of maintaining the principle of providing specific funds for staff and student mobility; **HEIs** are making a contribution to meet the indirect cost of programmes, but money is needed to meet the directly attributable costs. Also, the **Commission** should be asked to consider whether there are ways in which the potential contribution to the achievements of the EC's goals, provided by the expertise of staff working in humanities subjects and in pure

research, alongside that of those engaged in science subjects and applied research, might be recognised within the total pattern of EC programmes.

4. Role of partners outside the HEIs.

- 4.1 While it is recognised that **HEIs** will wish to be vigilant over the maintenance of their freedom of academic action, they should be encouraged to be imaginative in their approach to possible partnerships with local and regional authorities, with industry and commerce, professional organisations and bodies seeing the mutual benefits that cooperation may bring.
- 4.2 The **Commission** should be encouraged most strongly to recognise very clearly that **HEIs** are major players in the economic, social and cultural life of Europe as well as in the immediate sphere of education and training. Typically, they provide a source of highly qualified labour, a place for high level training for continuing professional development and a source of research and development through technology transfer; they may encourage partnership with and between industry and commerce, they may provide a range of high quality services of immediate and obvious benefit to the local community at large (in areas such as health care), they may attract numbers of young people into a particular town or conurbation and act as a focus for cultural activity and entertainment. They provide jobs in the millions and generate, directly or indirectly, many billions of ECU of economic activity.

5. Dialogue between HEIs.

- 5.1 - **HEIs** should be encouraged to co-operate more than they do at present, seeking the benefits of partnership with each other, both locally and regionally as well as across national borders. Further use might be made of existing channels and bodies for cooperation, including - but not limited to - CRE and EAIE, Confederation of Rectors Conferences, EURASHE, etc...

6. Achieving complementarity.

- 6.1 **HEIs** should view complementarity between programmes constructively as a means to the speedier realisation of the European dimension of their strategic plans. As their dialogue with each other develops, they should have this as a key feature in their thinking.
- 6.2 The **Commission** should seek improved dialogue between directorates-general over the formulation and timing of programmes and should seek every opportunity to harmonise application forms and procedures. Incentives might be made available for those who do participate in complementary programmes. These measures are not proposed simply for the help which they might bring to **HEIs**, but more especially because they might help the **Commission** more readily tap the resources which HE represents.

7. Sources of information and communication.

- 7.1 **HEIs** should ensure that they fully exploit the benefits that the ready dissemination of information by electronic means will bring. International offices should ensure that they are in no sense reliant on the formal communication from the **Commission** to the President/Rector of the HEI and should review the ways in which they obtain, digest and distribute the necessary information.
- 7.2 The **Commission** should seek for clarity and consistency in the information which it provides. It should provide standardised, regularly updated information and widely use electronic means.

8. Submitting a proposal.

- 8.1 When submitting a bid, a **HEI** should always consider whether the project can be completed in the time available, whether the funding is sufficient and whether the institution itself is committed to the project. It should also expect from the **Commission** quick processing of application and clarity of decision. **HEIs** should remember the importance of the objectives set out in the foreword to information brochures; they are to be seen not as rhetoric but as serious statements of priority. Applicants must recognise the need to show how their proposals will meet the objectives.
- 8.2 The **Commission** should recognise that the submission of a bid under a R&D programme entails a great deal of time and, often, resources on the part of senior and distinguished scientists. It would make for better use of their time, and of the **Commission's** , if some procedure could be devised whereby « expressions of interest » were sought in the first instance, with full bids being then invited only from those whose proposals seemed worthy of further consideration.

INVENTORY OF COMMUNITY INITIATIVES:
TABLE OF CONTENTS

Note:

The following inventory is divided into two parts: the first lists all initiatives in which Higher Education Institutions are targeted as primary actors while the second lists initiatives where HEIs are not targeted as such.

In order to convey a sense of the structure of the Community initiatives, which are often grouped together in larger framework programmes, the inventory proceeds by order of Directorate Generals (DGs).

For user-friendlier access, an alphabetical list of all initiatives with reference to the part and page number where they can be found is provided below.

| EC-Initiative | Part I or Part II | Field | Community Service | Page |
|---|--------------------------|--|--------------------------|-------------|
| ACE | I | exchange of scientific and managerial knowledge between academic and professional economists from TACIS and PHARE countries and the EU | DG IA and II | ii |
| Action Jean Monnet | I | European integration | DG X | iv |
| 4th Action Programme on Equal Opportunity for Women and Men | II | equal opportunities of men and women | DG V | xxxii |
| ACTS (4th Framework) | I | advanced communications technologies and services | DG XIII | vii |
| ADAPT | II | adaptation of the workforce to industrial change | DG V | xxviii |
| Agri-environmental programmes | II | agricultural production practices which are compatible with demands of environmental protection | DG VI | xxxii |
| AGRIFISH | II | agriculture, fisheries, agroindustry, food technologies, forestry, aquaculture, rural development | DG VI, XII, XIV | xxxii |
| FAIR II | I | application of life sciences and technologies to agriculture and fisheries | DG VI | xi |
| ALFA | I | cooperation with Latin America | DG I | iii |
| ALTENER | II | renewable energies | DG XVII | xxxvii |
| Article 6 of European Social Fund | II | innovative social and labour policy and training system | DG V | xxv |
| BIOMED II (4th Framework) | I | medecine and health | DG XII | xi |
| BIOTECH II (4th Framework) | I | biotechnology | DG XII | xi |
| BRITE/EURAM III (4th Framework) | I | industrial and materials technologies | DG XII | ix |
| Consumer Policy | II | consumer protection and interests | DG XXIV | xxxix |
| Cooperation between craft firms and small enterprises | II | research in the field of craft | DG XXIII | xxxviii |
| Cooperation in Higher Education with US and with Canada | I | cooperation in Higher Education and Vocational Training between EC and US and Canada | DG XXII | xix |
| Cooperation with Canada | II | economic cooperation also including technological and scientific exchanges | DG I | xxiii |
| Cooperation with GATT signatory and applicant countries | II | trade relations with GATT members | DG I | xxiv |

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|--|----|---|-----------------|--------|
| Cooperation with Japan | II | Japanese industry and technology | DG I and XII | xxiii |
| Cooperation with India | II | Euro-Indian economic relations and cooperation between management education institutions; mutual understanding between EU and India | DG I | xxiv |
| Cooperation with developing countries | II | human resource development in Africa, Caribbean, Pacific countries and in South Africa | DG VIII | xxxii |
| Data and Media Content Research | I | data and media research | DG I | iv |
| EMPLOYMENT | II | training and qualifications for women, disabled or disadvantaged persons and youths who face risk of long term unemployment | DG V | xxvii |
| Energy (4th Framework) | I | non-nuclear energy, nuclear fission safety, controlled thermo-nuclear fusion | DG XII and XVII | xii |
| Environmental Education and Training | II | environmental education and training in general, technical and vocational education | DG XI | xxxiii |
| Environment and sustainable development | II | follow-up of 5th European Community Programme of Policy and Action in relation to the environment and sustainable development | DG XI | xxxiv |
| Environment R&D (4th Framework) | I | environment and climate, marine sciences and technologies | DG XII | x |
| ESPRIT IV (4th Framework) | I | information technologies | DG III | viii |
| Global environment | II | external aspects of global environmental policy: climate change, protection of the ozone layer, biodiversity, forest protection, energy-related aspects | DG XI | xxxv |
| Health Education | II | health education about cancer, drug abuse and AIDS | DG V | xxvix |
| HELIOS II | II | needs/ problems of persons with disabilities | DG V | xxix |
| INFO 2000 | II | information content supply industry: content development in the areas of culture, business, geography | DG XIII | xxxv |
| Information Society and Regional Development | II | information technology in less favoured regions | DG V and DG XVI | xxvi |
| INNOVATION | I | innovation management and monitoring, interface between research and industry | DG XIII | xv |
| International Cooperation (4th Framework) | I | international cooperation in R&D with non EU countries and other fora for scientific cooperation | DG XII | xiv |
| LEONARDO | I | cooperation between training institutions and enterprises | DG XXII | xviii |
| LIFE - Nature protection | II | maintenance or restoration of priority natural habitat types and species | DG XI | xxxiv |
| Life sciences and technologies | I | biotechnology, medicine and health | DG XII and VI | xi |
| MEDIA II | II | European audiovisual programme industry | DG X | xxxiii |
| MED-CAMPUS | I | cooperation with non-EU mediterranean countries | DG I | iii |
| MED-Media | II | cooperation between EU and non-EU mediterranean countries in the domain of media | DG I | xxi |
| MED-Migration | II | cooperation between EU and non-EU mediterranean countries in migration matters | DG I | xxii |

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|---|----|---|-----------------------|---------|
| MED-Techno | II | cooperation between EU and non-EU mediterranean countries in technology | DG I | xxii |
| PHARE | II | restructuring and reform of public institutions (incl. education) and private sector in Central and Eastern Europe | DG IA | xx |
| SAFE | II | health and hygiene conditions, standards at the work place | DG V | xxxii |
| SAVE II | II | energy efficiency | DG XVII | xxxviii |
| SOCRATES | I | cooperation between higher education institutions | DG XXII | xvii |
| Structural Funds: Community Initiatives | II | European regions with special needs regarding enhancement of work structures and opportunities | DG XVI | xxxvii |
| Structural Funds: Operational Programmes (not Community Initiatives but nevertheless relevant in this list) | I | As an example of one of a number of OPs which target HE institutions: OP for Research, Technological Development and Higher Education in Objective 1 areas in Italy | DG XVI | xxxvi |
| Studies | II | specialisation of unit | most units in all DGs | xl |
| Support for Co-operatives, Mutual Societies, Associations and Foundations in the EU | II | organisations in the social economy | DG XXIII | xxxviii |
| TACIS | II | restructuring and reform of public institutions (incl. education) and private sector in the New Independent States and Mongolia | DG IA | xxi |
| Targeted socio-economic research (4th Framework) | I | evaluation of science and technology policy in Europe, research on education and training, research on social integration and exclusion | DG XII | xiv |
| Technical Assistance/ Consultancy | II | specialisation of unit | most units in all DGs | xl |
| Telematics | I | emerging technologies (often multimedia) for administrations, transport, flexible and distance education, employment | DG XIII | vi |
| TEMPUS II | I | cooperation with Central and Eastern Europe and countries of the former Soviet Union | DG XXII | i |
| TMR (Training and Mobility of Researchers) | I | transnational mobility and cooperation in EC in natural, economic and some social sciences (areas of 4th Framework Programme) | DG XII | xvi |
| Transport (4th Framework) | I | Transport | DG VII | xiii |

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| <p>TEMPUS II (Council decision 29 April 1993) [part of PHARE and of TACIS] 1994-98 95,9 MECU (in 1994) from PHARE 21,73 MECU (in 1994) from TACIS TEMPUS is run, for the most part, by DG XXII (Education, Training & Youth) Tel. 295 7507 and administered by the European Training Foundation Villa Gualino Viale Settimio Severo, 65 I - 10133 TORINO Tel. (39) 11 630 22 22 Fax. (39) 11 630 22 00 e-mail : info@etf.it WWW : http://www.etf.it</p> | <p>Training and education reform in Central and Eastern Europe and in the former Soviet Union</p> <p>Tempus (Phare): cooperation between Albania, Bosnia Herzegovina, Bulgaria, Estonia, Hungary, Latvia, Lithuania, the Former Yugoslav Republic of Macedonia, Poland, Slovak Republic, Czech Republic, Romania, Slovenia and EU and other G-24 countries</p> <p>Tempus (Tacis): cooperation between Armenia, Azerbaidjan, Belarus, Russian Federation, Georgia, Kazakhstan, Kirghistan, Moldova, Mongolia, Tadjikistan, Turkmenistan, Uzbekistan, Ukraine and EU and other G-24 countries</p> <p>For the Tacis countries the following target areas applied in 96/97 (could be different in other years; the priority areas only apply loosely to some countries): humanities (history, archeology, philosophy, theology, anthropology), social sciences (sociology, psychology, behavioural sciences), European studies, political sciences, economic sciences, modern European languages, amelioration of university management</p> <p>For the Phare countries: different target areas applied in 96/97 to each of the eligible countries, both with respect to disciplines and with respect structural priorities ranging from architecture, urban and regional planning to quality control in energy management and new energy technologies, or from continuing education to postgraduate curriculum development (these could of course be different again in other years).</p> <p>For details on the priorities, in Tacis or Phare, the individual indicative programmes for the countries concerned should be consulted each year, since priorities are set within the framework of annual (sometimes pluriannual) bilateral agreements between each eligible country and the European Commission.</p> | <ul style="list-style-type: none"> - build lasting links and establish lasting networks between universities in central and eastern Europe and the New Independent States and the EU - develop human resources through the promotion and support of the development and the restructuring of the higher education sector - reinforce the higher education sector's capacity to respond to education and training needs in the countries concerned - enhance quality of institutional management in HE sector - encourage the growing integration and balanced cooperation of the partner countries with the member states of the European Union through common activities and appropriate exchanges | <p><u>For Tempus Tacis:</u> Common European pre-projects (one year, preparatory action for establishing contacts (obligatory first step before entering on a CEP); eligible activities: study visits at EU institutions, teaching mobility of EU staff in Tacis countries, information and organisation visits (all visits up to one month), training visits at EU institutions of up to three months, support for basic equipment necessary for contacts</p> <p><u>For Tempus Tacis</u> (for consortia which were involved in a pre-project) <u>and Tempus Phare</u> (for which it is the only type of project funded): support is given to Common European projects (maximum duration, for Phare: three years, for Tacis, annual, renewable), organised by consortia of departments or faculties (<u>Phare</u>: at least one from eligible country, at least one EU HE institution, and at least one other EU partner—HE institution or business or other organisation; for <u>Tacis</u>: same partners as in pre-project, namely two or three EU HE institutions and one HE institution from one eligible country; only those consortia will be supported in which the EU institutions offer a potential of resources relevant to the eligible country's institution). The EU distributes the institutional subventions via EU-coordinating institution covering part or total cost of planning and implementing the various activities that form part of one project eligible activities:</p> <ul style="list-style-type: none"> - introduction of new degree courses or restructuring of existing courses - creation or restructuring of new institutions or faculties - development of a university's structural capacities to cooperate with enterprises or other local institutions, in particular to ameliorate continuing training services - no direct support for student mobility - <u>Tacis</u>: no direct support for mobility of individuals (only support for student mobility organisation) - <u>Phare</u>: mobility grants for HE teachers, trainers, administrative staff, high ministry officials, managers of educational systems, from eligible countries for travel to EU; the visits should aim to enhance the quality, help the restructuring of higher education the eligible institutions (mainly by way of curriculum and staff development) - complementary measures: for strategic planning at institutional and national level, for institutional development, and dissemination of Tempus results |
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ACE

(Action for Cooperation in Economics, since 1990)

part of TACIS and PHARE

10 MECU (for 1996)

DG IA - Ext. Pol. Rel. &

DG II - Econ. and Fin. Affairs

Mr. J. Pearce

BU-1 00/39

Tel. 299 34 73

Fax 295 27 91

ACE Programme

Rue de la Loi 26 - B1

B-1040 Brussels

Tel. 280 17 40

Fax 280 14 06

exchange of scientific and managerial knowledge between academic and professional economists from TACIS and PHARE countries and the EU ; (all actions and research topics must relate to the economic reform processes and integration of the TACIS/PHARE countries into the European and world economies)

Priorities are economic issues concerning the implementation of reform, in particular regarding:

- European integration
- agricultural policy
- banking and other financial services
- labour markets
- social security
- privatisation
- entrepreneurship, corporate governance
- prices, subsidies and taxation
- external trade and commercial policy
- fiscal and monetary policies
- wages and income
- environmental policy
- energy policy
- transport and communication policy
- managerial aspects of reform of the private and public sectors.

- facilitate the process of economic reform and integration in central and eastern Europe through the development of high quality, policy relevant economic research
- reinforce the dissemination of research results towards policy makers
- promote extensive cooperation among academic and professional economists in the central and east European countries, the new independent states and the EU (through joint research projects on policy-relevant topics and other exchange activities)
- stimulate the exchange of economic and management science techniques and concepts by encouraging professional and academic economists, senior managers and doctoral students to work for limited periods of time at European Union universities, institutions or other organisations, or through international conferences and workshops
- encourage EU academics, professional economists and senior managers to teach and/or carry out research in universities, institutions or other organisations in the New Independent States or eastern and central European countries

- joint research projects (maximum two years) of economists and professionals from EU and CEC countries (three partners which at least one from a CEC and one from an EU country)
- promotion of research by EU economists and managers in PHARE and TACIS eligible countries
- fellowships for economists and senior managers from eligible countries to carry out research in the EU or vice versa (maximum 3,500 ECU per person per month)
- scholarships for graduate students from eligible countries who wish to conduct a Ph.D. in an EU university (maximum 3 academic years; 10 000 ECU per year plus possible enrolment fees)
- conferences : encouragement of participation by economists and managers from eligible countries at EU conferences (maximum 1200 ECU including travel and subsistence); organisation of conferences or workshops in eligible countries (part of costs of organisation covered as well as participation costs- arrangement of feasibility studies)

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| <p>ALFA (Amerique Latine Formation academique) 1994-99 (based on Council decision of 10 March 1994) 32 MECU for 1994-99 for Higher Education exchanges (16,1 MECU for Vocational training activities in 1993) DG I /1- Ext. Rel. Mme Cristina Frutuoso-Melo Directorate Latin America "ALFA Programme" Sc 14 - 4 /70 Tel. 295 1463 Fax 299 1010 or DG I /1.2 Mr. Frederico Zorzan Tel. 295 3666 Fax 299 1103</p> | <p>exchange and transfer of know-how between EU and Latin American institutions of higher education</p> <p>1. Cooperation in institutional management (academic and administrative management, academic recognition, curriculum development, cooperation between HE and business sector for curriculum development and training and research collaboration, innovation and systematisation, institutional assessment)</p> <p>2. Cooperation in scientific and technological training (support for academic programmes in the framework of advanced and complementary training, conception of joint research projects)</p> <p>Priority given to academic projects in economics and social sciences, in particular:</p> <ul style="list-style-type: none"> - business management - public administration - economics and economic law - environmental studies - regional integration - rural development - regional and urban planning - social and educational politics <p>as well as in engineering and medicine and health sciences</p> | <ul style="list-style-type: none"> - encourage cooperation between higher education institutions in Latin America and the EU in order to help eliminate deficiencies and existing imbalances between the countries through - the development of high level human resources and - the amelioration of scientific and technological potential - establishment of cooperation networks between Latin American and EU institutions of higher education for joint research projects and student mobility | <p>Higher Education Exchanges within networks of at least five institutions from five different countries, three at least from EU and minimum two Latin American ones (graduate students and professors, as well as exchanges of information and Vocational Training Actions)</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> - study visits; - seminars - intensive courses 2. <ul style="list-style-type: none"> - preparatory meetings for exchange projects - technical meetings and short duration visits to conceive and plan joint research projects - study period abroad of up to two years for doctoral or master students, and of up to one year for postgraduate professional specialisation - study periods abroad of up to 10 months (recognized by host institution) or intensive courses for advanced undergraduates ("deuxieme cycle") |
| <p>MED-CAMPUS 9 MECU for 1996-98 DG I /H.2, M. Jacques Giraudon 200 rue de la Loi B-1049 Brussels Tel. 299 0936 Fax 299 0205 / 04 support for infrastructure : H.5 C. Vryzakis Tel. 299 0951</p> | <p>Mediterranean countries— emphasis on training of trainers</p> | <ul style="list-style-type: none"> - stimulate cooperation between universities and other HE institutions from EU and non-EU mediterranean countries | <ul style="list-style-type: none"> - training of trainers and continuing education - applied research linked to training of future teachers of researchers - intensive internships for staff in businesses or public administration - support for equipment in non EU mediterranean countries - projects which facilitate university access to data banks in the EU <p>maximum project support: 200 000 ECU</p> |
| <p>Data and Media Content Research since 1994 DG X /A.2 Ms. Anna Melich Tel. 299 172 Fax 299 4577</p> | <p>academic research in political science, political psychology or sociology on general public opinion in EU, sometimes target groups (e.g. women, young people)</p> | | <p>Universities may make proposals in response to a call for expression of interest published in the OJ. Thereupon a list of consultants is drawn up by DGX from which scientists or teams of scientists are selected for individual projects. (see e.g. call for expression of interest for "Applied socio-psychological studies with respect to the information society" 95/5 101-50959 - JO S101/17 of 30.05.1995)</p> |

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| <p>Action Jean Monnet 6,1 MECU for 1994-97 DG X / C.6 Mme Jacqueline Lastenouse 200, rue de la Loi B - 1049 Brussels Tel. 299 9453 Fax 296 3106</p> | <p>all HE institutions</p> <p>focus : European integration, aimed at Social Sciences (Community law, European Economic integration, European political science, the history of European construction)</p> | <p>Encouraging universities to</p> <ul style="list-style-type: none"> - develop teaching and research about European integration - enter "European" subjects in university curricula - create European poles of excellence | <ul style="list-style-type: none"> - the creation of "Jean Monnet Chairs for new teaching (joint financing up to 80% of the overall cost, with a ceiling of 60000 ECU for 3 years) - the implementation of new permanent Courses about Europe integration (12000 ECU max. if course maintained for 7 years) - the setting up of new European interdisciplinary Modules (max. 30 hours): training about European integration (max. 5000 for one year) - assistance in research into European integration - the awarding of "label chairs" to professors who have worked towards the dissemination of knowledge about European integration for a long time. |
| <p>FOURTH FRAMEWORK PROGRAMME comprising 19 specific programmes 1994-98 11.046 BECU over 4 years + possibility of increase to 11.641 BECU + 1.254 BECU for research and training for the European Atomic Energy Community</p> | <p>small and medium-sized enterprises, institutes of higher education, research centres</p> <p>emphasis on effective interface between cross-discipline research programmes and the needs of industry</p> | <ul style="list-style-type: none"> - support for the competitiveness of European industry - contribution of science and technology to the satisfaction of society's needs - support for the various common policies - support efficient and safe infrastructures (with respect to information and communication, transport and energy) - support efficient, clean, and safe production on the basis for modern organization and taking into account human factors - promote protection of the environment as an opportunity for industry to increase its competitiveness - promote quality of life, with emphasis on health care and hygiene - ensure technological and industrial integration within the internal market (strengthening coordination between RTD policy and standardization policy) - anticipate technological and industrial changes, market and society's needs - increase synergies between international cooperation in science and technology and the Community's external activities - ensure efficient dissemination throughout the whole economic and social system, in particular to small and medium-sized enterprises of the scientific and technological advances made - encourage mastering of new technologies | <ul style="list-style-type: none"> - shared-cost activities, focusing financial resources on a limited number of selected subjects - coordination between national RTD programmes |

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| <p>ACTIVITY 1 - RTD and Demonstration Programmes : 9 432 MECU (building on the experience gained under ESPRIT, RACE, DRIVE, AIM, DELTA and other telematic applications)</p> | <p>firmer emphasis on a user- and market- led policy geared to the development of new infrastructures Target Areas: I. Information and communications technologies II. Industrial and materials technologies III. Environment IV. Life sciences and technologies V. Energy VI. Transport VII. Targeted socio-economic research</p> | <p>- improvement of the competitiveness of all industry within the favourable environment created by the internal market - satisfaction of societal needs for a better quality of life</p> | <p>- generic, precompetitive research of multisectoral application - demonstration projects to prove the technical viability - research and support activities of an institutional character b the Joint Research Centre - scientific and technical support activities suited to a competitive approach</p> |
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| <p>I 1.- Telematics (agreed upon by Research Council on 29/9/94) 1994-98 843 MECU DG XIII Telematics Applications Programme Information Desk European Commission DG XIII /C BU 29 4/35 200, rue de la Loi B-1049 Brussels Fax. 296 8398</p> <p>Telematics Proposals Office and Helpdesk (DG XIII /C) Avenue de Beaulieu 29 (BU 29 4/41) B-1160 Brussels Tel. 295 4560 Fax 295 2354</p> <p>1. XIII /C.6, Mr. F.Karamitsos or H.Scheck (Transport and Environment) Fax 296 2391</p> <p>2. XIII /C.3, Ms. A. O'Brien (Telematic networks and services applied to the teaching of flexible distance learning) Tel. 296 3622 Fax 296 2392</p> <p>DG XIII/E Jean Monnet Building L-2920 Luxembourg Tel. 352-430134450 Fax. 352-430133909)</p> | <p>focus on how emerging technologies, many of which are multimedia-based, could be configured and adapted through projects into useful, user-friendly, and cost-effective applications, offering realistic solutions to basic problems and needs experienced by companies, institutions and the citizens</p> <p><u>target areas</u></p> <p>1.- Telematics for: - services of public interest: administrations (including advanced services and information exchange between administrations; inegration of distributed services for information exchange and videoconferencing); 50 MECU - transport (develop and validate common functional specifications and guidelines for telematics systems; contribution of telematics to traffic management of railways, shipping and road traffic; creation of unified European air traffic management); 205 MECU</p> <p>2.- Telematics for knowledge: - flexible and distance education and training, targeting students, professional specialists, on-the-job-learners, SMEs, Home learners, designers and producers of flexible and distance learning materials, learning service providers, teachers, education and training managers and administrators in educational institutions, training centres of departments of large organisations, language learners; 66 MECU - telematics for libraries; 30 MECU - telematics for research; 50 MECU</p> <p>3.- Telematics for improving employment and quality of life, e.g. for: - urban and rural areas (teleworking and teleservices for citizens, combat migration of companies and citizens from rural areas); 48 MECU, health care (information access in medical diagnosis); 135 MECU, for disabled and elderly people; 65MECU, the environment (exploratory action); 20 MECU, - other exploratory actions</p> <p>4.- Horizontal activities activities: - telematics engineering; 15 MECU, language engin.; 81MECU, information engineering; 37MECU</p> <p>5.- support actions: telematics assessment; consensus development and coordination; awarenss, dissemination of results and promotion; international cooperation; training; measures for SMEs; 41 MECU</p> | <ul style="list-style-type: none"> - improve effectiveness of telematics applications engineering - ensure interoperability of systems and telematics networks - provide easier and more selective access to information - improve the usability of information - help to establish a common, cheap, readily available European infrastructure which would enhance the take-up of the results of successful telematics projects - bring multimedia applications into healthcare, education, research networks and administrations so as to respond to the needs of society - reduce road confestion, increase mobility of persons and goods, improve road safety, reduce pollution (area 1.) - support the design and implementation of new telematics systems and services that will improve education and training provision in Europe by making them more efficient, more widely available and able to meet the needs of individuals and industry, improving access and increasing flexibility of learning (area 2.) - allow institutions to share students and teachers and resources such as courses, laboratories and libraries (2.) - improve the efficiency and cost-effectiveness in public services and access for future network users - create jobs in the new information industry - promote new forms of work organisation - improve usability of information for consumers - help European publishing industry to carry out necessary R&D to make 'scribe-to-screen- transition - improve the quality of life and of the environment | <p>large telematics applications projects on a cost-shared basis, integrating the different elements in the information chain : creating information (exploiting new technologies), delivering it users, helping them use it effectively</p> <p>technology and systems development for the design and the delivery of services in the target areas, integration into network infrastructures</p> <p>In general, research projects should:</p> <ul style="list-style-type: none"> - focus on multi-media rather than data telematics - focus not only on industrial competitiveness but also on support for other Community policies - start with market research and an analysis of user needs - associate users' representatives at each stage of a project - treat interoperability as a key issue - devote adequate resources to technical validation in a real li user environments - maximise the generic content of telematics applications (deployable in a variety of sectors) - disseminate results (including standards, procurement recommendations, " best practice " guidelines for designing, setting up and running telematics-based systems - cooperate not only within a research sector but also between research areas (horizontal coordination) <p>for 2. development and validation of prototypes of</p> <ul style="list-style-type: none"> - telematics-based distributed services for higher education an vocational training - learning services for researchers and professionals - on-the job-training services for organisations and corporation - telematics services networks for training in SMEs - telematics education and training services for home learners - telematics services for cooperative design and production of learning materials - telematics services for language learning - tools, applications and inovative pedagogic scenarios for telematics-based learning in response to specific user requirements (personal learning, telepresence classrooms), fo customization and reuse, for virtual learning environment - implementation guidelines and dissemination - sector-specific studies - support to user-groups <p>Another call for all tasks is expected in June 1996.</p> |
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| <p>I 2.- Advanced communications technologies and services (ACTS - building on RACE) (agreed upon by Research Council on 27/6/94) 1994-1998 630 MECU DG XIII/B ACTS Central Office 200, rue de la Loi (BU9 4/46) B-1049 Brussels Tel. 296 3415 Fax. 295 0654 Email: aco@postman.dg13.cec.be 100302.2607@compuserve.com</p> | <p>research and technological development, including demonstration, in the field of Advanced Communications Technologies and Services - implementation and use of new information technologies and services</p> <p>targeting major users of all communication services, service providers (of all types, including broadcasters), network operators (public and private), associated supply industries</p> <p>targeted subject areas:</p> <ol style="list-style-type: none"> 1.- interactive digital multimedia services (advanced technologies and standard exchange formats for the retrieval and dissemination of multi-media electronic information—terrestrial radio, satellite and fibre, cable, transmission of interactive digital video services 2.- photonic technologies 3.- high-speed networking 4.- mobility and personal communications networks (signal coding, signalling protocols; access systems; channel, network and service management; protocols for transparent network interoperation) 5.- intelligence in networks and service engineering: technology for flexible and real-time management of communication assets, for fast flexible introduction of new services; effective network management 6.- quality, security and safety of communication services and systems 7.- horizontal actions <p>Programme seeks to broaden participation by organisations in Central & Eastern Europe, Third Countries (e.g. Canada, USA, Japan—see article 8 of Council decision)</p> | <ul style="list-style-type: none"> - to develop advanced and more cost-effective communications systems and services for the consolidation of the internal market, economic development and social cohesion in Europe, taking account of the rapid evolution in technologies, the changing regulatory situation and opportunities for development of advanced transeuropean networks and services - to improve ease of access to information, services and technologies for companies, administrations and citizens - to improve the usability of information - to create an effective framework for usage innovation and wide dissemination of European technologies and expertise - to stimulate the development of integrated broadband communications in Europe - to link fixed and mobile telecommunications into seamless web through IBC network | <ul style="list-style-type: none"> - shared cost actions - concerted actions e.g. providing specific fora for consensus formation, and consolidation of guidelines for the introduction of advanced services - preparatory, accompanying and support measures such as encouragement of young engineers to work as “Visiting Scientists” on secondment to another organisation, outside the country of origin, participating in ACTS (mobility of human resources) <p>(A second call for proposals has been launched in September 1995.)</p> |
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| <p>I 3.- Information technologies (ESPRIT IV) (agreed upon by Research Council on 29/9/94) 1 932 MECU DGIII IT Programme Information Desk (ESPRIT) European Commission BU 29 7/10 200 rue de la Loi B-1049 Brussels Fax. 296 8388</p> <p>TIDE (65MECU) DGXIII/C 200 rue de la Loi B-1049 Brussels Tel. 299 0247 Fax. 299 0248</p> | <p>emphasis on emerging information infrastructure, access, user and market needs, dissemination of best practice target areas :</p> <ol style="list-style-type: none"> 1.- software technologies 2.- technologies for semiconductors, components and subsystems 3.- multimedia systems 4.- long-term research (reactiveness to industrial needs) 5.- open microprocessor system initiative (focused cluster) 6.- high-performance computing and networking 7.- technologies for business processes (focused cluster) 8.- integration in manufacturing, for greater efficiency and environmentally clean and safe operation supporting lean manufacturing <p>- technology initiative for disabled and elderly (TIDE) including educational and vocational support</p> | <p>- contribute to the healthy growth of the information infrastructure so as to improve the competitiveness of all industry in Europe and to help enhance the quality of life</p> <ul style="list-style-type: none"> - providing easier and more selective access to information - improving the usability of information | <p>research project (shared cost or concerted actions)</p> <p>accompanying measures: networks of excellence, working groups and user groups, demonstration projects, cooperative R&D projects, training, coordination activities</p> <p>SME exploratory awards</p> <p>in some subject areas: introduction of focused clusters (embracing a number of projects, joint enterprises, technological disciplines focused on achieving a well-defined goal) are encouraged to include :</p> <p>networks of excellence (bringing together industry, users, universities, research centres with a common research objectives),</p> <p>projects may involve supplier-user collaborations, cooperation with EUREKA, coordination with national initiatives, international cooperation, dissemination of results, training initiatives</p> |
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| <p>II. Industrial and materials technologies (BRITE/EURAM III) (agreed upon by Research Council on 27/6/94) 1 995 MECU DGXII BRITE/EURAM Helpline 200 rue de la Loi B-1049 Brussels Fax. 295 8046</p> <p>1.- Industrial and materials technologies 1 707 MECU</p> <p>2.- Standards, measurement and testing (BCR VI) (agreed upon by Research Council on 29/9/94) 288 MECU</p> | <p>focus on development and application of generic sciences and technologies operating within multidisciplinary and multisectoral projects and on development of harmonized methods for measurement and testing</p> <p>target areas :</p> <ul style="list-style-type: none"> - production technologies : design, engineering, production systems and human-centred management - materials and materials-related technologies for product innovation - technologies for transport means, special emphasis on aeronautics technologies (advanced propulsion technologies) and technologies for surface transport means; research on priority design, engineering and new products - prenormative research concerning standards, measurements and testing - technology stimulation measures for SMEs in Community research initiatives (CRAFT) | <ul style="list-style-type: none"> - promote the development, integration and application of critical generic technologies applicable at the various stages of the life cycle of products and materials - foster competitiveness of European industry by enhancing Europe's capacity to master a large spectrum of technologies - stimulate technological networking, improving the consistency between and the diffusion and exploitation of RTD results, in particular through standards and industrial specifications - reinforce research activities by SMEs and training activities within an industrial context <p>short term priority :</p> <p>adaptation of existing technologies, development of new industrial technologies, which produce competitive leverage, in particular for sectors with lower technological level ;</p> <p>medium term priority :</p> <p>industries which are already developing innovative technologies and strategies in order to strengthen their competitiveness, better use of human resources ;</p> <p>long term priority :</p> <p>more fundamental and high risk strategic technologies, for the production and design of products likely to enable the creation of new industries or markets in a context of future sustainable growth</p> | <p>collaborative research projects</p> <p>coordinated and cost-shared actions with networks of national laboratories</p> <p>concerted actions</p> <p>workshops and training courses</p> <p>accompanying measures:</p> <ul style="list-style-type: none"> - studies, - evaluation of impacts, - training, - support to diffusion and exploitation of RTD results, - joint activities with assistance networks for SMEs, - measures for decentralized management, - coordination of industrial research on common objectives |
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| <p>III. Environment 1 080 MECU</p> <p>1.- Environment and Climate 852 MECU</p> <p>2.- Marine sciences and technologies (MAST III) (agreed upon by Research Council on 29/9/94) 228 MECU DGXII/D</p> <p>Fax 296 3024</p> | <p>target areas:</p> <p>1.- the natural environment, environmental quality and global change</p> <p>2.- environment-related technologies (instrumentation technologies, technologies relating to industrial processes and products and technologies relating to the restoration of the environment and the prevention of natural hazards; earth observation</p> <p>3.- marine sciences and technologies: multidisciplinary process studies of relevance to European seas</p> <p>socio-economic aspects inherent in the above priority areas and linked with the general topic of sustainable development will be tackled within each action</p> | <ul style="list-style-type: none"> - continue the development of a scientific base permitting the definition and execution of a Community environment policy that will achieve a high level of environmental protection - contribute to improving industrial competitiveness by (i) stimulating the development of generic technologies integrating environmental constraints within the scope of sustainable development and (ii) improving the ability to cope with and anticipate environmental problems - contribute to the observation of the behaviour and the understanding of the processes taking place within the Earth's systems, and examine the effects of human activities on these processes - identify technologies for the restoration of polluted areas - continue to develop research and technologies in order to describe, monitor, forecast and protect the marine environment | <p>concerted actions</p> <p>shared cost actions</p> <p>for technological research, recourse may be made to concertation networks and consortia for integrated projects (possibly in coordination with EUREKA, and in association with industrialists and product users)</p> <p>in the area of research on the quality of the environment and global change (1.), actions may be incorporated into <u>thematic networks</u>, integrating the potential of national research institutions, developed in cooperation with the JRC and with international organizations and research programmes (ESF, IGBP, WCRP, HDP) and space agencies</p> <p>for 3., multidisciplinary process studies will prevail, cooperation and improved coordination between Member States in relation large facilities (oceanographic vessels, remotely operated vehicles etc.)</p> |
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| <p>IV. Life sciences and technologies 1 674 MECU</p> <p>1.- Biotechnology (BIOTECH II) 588 MECU</p> <p>2.- Biomedicine and Health (BIOMED II) 358 MECU</p> <p>3.- Agriculture and fisheries (FAIR II) (agreed upon by Research Council on 29/9/94) 728 MECU</p> <p>DG VI/F-II.3 Unit for Coordination of Agricultural Research 200 rue de la Loi (L130 6/233) B-1049 Brussels Fax 296 3029 DGXII/E-2 Secretariat of the Agriculture and Fisheries Programme Montoyer 75 B-1040 Brussels Tel. 296 0292 Fax 296 4322</p> <p>DG XIV/C-1 (Fisheries Conservation) Fax 296 6046</p> | <p>emphasis on : socio-economic application of scientific and technical achievement, especially by SMEs ; target areas :</p> <p>1.- biotechnology 2.- biomedical and health research 3.- the application of life sciences and technologies to agriculture and fisheries (including agro-industry, food technologies, forestry, aquaculture and rural development)</p> | <p>3.</p> <ul style="list-style-type: none"> - integrate production/processing chains, gathering all necessary skills and technologies relating to the use of biological raw materials - develop and improve methodologies used in scaling up, designing and testing agro-industrial processes - better meet the consumer's needs for a safe, health-promoting diet through generic food science and advanced technologies - support common policies and identify solutions for transforming rural areas through agriculture, forestry and rural development - support fisheries and aquaculture | <p>demonstration activities to raise the profile and increase the attraction of alternative technological approaches</p> <p>studies and debates which bring technological innovation within the scope of ethical and regulatory issues</p> <p>training bursaries</p> <p>special arrangements for the participation of SMEs (on the model of the CRAFT initiative)</p> |
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| <p>V. Energy 2 256 MECU JOULE and THERMIE DG XII and DG XVII 1.- Non-nuclear energy (agreed upon by Research Council on 29/9/94) 1 002 MECU JOULE/THERMIE DGXII/F 75 rue Montoyer B-1040 Brussels Fax 295 06 56 Thermie, Mme. Abreu Marques A/4 M.Carvounis Synergy Programme (cooperation with developing third countries in energy needs) : 8MECU per year 2.- Nuclear fission safety (NFS II) 3.- controlled thermonuclear fusion (agreed upon by Research Council on 29/9/94)</p> | <p>emphasis on : energy security, non-traditional energy resources, energy efficiency, environmental concerns, consideration of the entire technological process from R&D to deploying technologies on the market</p> | <ul style="list-style-type: none"> - improve energy efficiency - promote wider use of renewable energy - reduce the environmental impact of conventional energy production methods | <p>energy technology R&D projects</p> |
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| <p>VI. Transport 256 MECU (Council Decision COM 94/914/CE, 31/12/1996, OJ L 361) DG VII/E Transport Research Help Desk 200 rue de le Loi (BU 31 4/83) B-1049 Brussels Tel. 295 43 00 Fax 295 43 49 http://www.cordis.lu/transport/home.html</p> | <p>target areas :</p> <ul style="list-style-type: none"> - strategic research into the general functioning of the transport system (understanding mobility ; economics of transport systems ; developing intermodality ; system organisation and interoperability ; integration of new technologies ; policy assessment) -- 20% of Transport programme funds - rail (compatibility of train control systems ; development of the European rail traffic management system ; safety ; interoperability between different national rail systems and between rail and other modes of transport ; economic, organisational and social matters ; needs and preferences of public transport users) --16% of Transport programme funds - integrated freight transport chains (quality of the network and of the terminal/transfer point, cost/benefits of transfer between modes, leading to demonstrations of pilot installations) --7% of Transport programme funds - air (air traffic management ; air transport safety and the environment ; airport design and management) -- 16% of Transport programme funds - urban transport (improving the " attractiveness " of public urban transport ; needs and preferences of users, energy efficiency, passenger transport system efficiency ; efficient freight distribution ; safety and environmental protection ; transport management ; strategies for changing modal split ; transition in multi-modal transport ; pricing and financing) --11% of Transport programme funds - waterborne (maritime transport ; inland navigation ; efficiency, safety and environment protection in maritime operations ; human resources ; interconnectivity and interoperability for maritime traffic elements ; integration of locally distributed systems into a coherent trans-European system) --19% of Transport programme funds - road transport (sustainable mobility, reduction of land use and pollution ; safety ; traffic, transport and information management ; road infrastructure) --11% of Transport programme funds | <ul style="list-style-type: none"> - develop a more efficient, safer and more environmentally friendly trans-European transport system for passengers and goods - balance the rapidly increasing traffic volume in the Single Market with environmental and other considerations : promote the design and management of infrastructure with a view to reducing the damage to the environment - facilitate the interconnection and interoperability of the separate transport networks - improve the efficiency of each transport mode, improve cooperation between the transport modes and speed up their integration into a coherent trans-European network - improve quality/price ratio - provide industry, transport operators, users and authorities with the appropriate decision-making instruments based on better knowledge and understanding of mobility, traffic flows, their interactions and interdependencies - generally : to arrive at prenormative or prelegislative conclusions making it possible to incorporate into the transport sphere new policy options and facilitate the implementation of new generic technologies | <ul style="list-style-type: none"> - research projects (detailed lists of types of actions and fields given in workprogramme) - development of scenarios to support decision-making on pol and planning issues coordinated with modelling, technology forecasting and policy assessment - |
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| <p>VII. Targeted socio-economic research 138 MECU 1994-98 DG XII /G</p> <p>G 6 (Area 3): Ms. N. Dewandre T-61 2/15 B-1040 Brussels Tel. 299 49 26 Fax 296 42 99 (Mr. R. Petrella - 2/21 Head of Social Research Unit Tel. 295 54 20/ 295 79 87)</p> | <p>1.- evaluation of science and technology policy options in Europe 2.- research on education and training 3.- research into social integration and exclusion in Europe</p> <p>target areas :</p> <ul style="list-style-type: none"> - RTD situation in Europe in the world context - inter-relations between short- and medium term needs and socio-economic changes and new scientific and technological developments - preparation, evaluation and monitoring of science and technology policies - effectiveness of education and training policies and actions - European dimension and diversity - quality and innovation in education and training - educ./ training and economic development <p>3. - forms, processes, causes (e.g. unemployment) of social exclusion and integration</p> <ul style="list-style-type: none"> - migration - evaluation of the impact of social integration policies | <ul style="list-style-type: none"> - promote cooperation and coordination in areas of socio-economic research of major importance to science and technology policy decisions, at European and national levels - elucidate decision making in future by developing a shared knowledge base, a common research infrastructure, a scientific system of social reporting which can contribute to the basic understanding of social and economic development <p>3.</p> <ul style="list-style-type: none"> - to develop new knowledge on social exclusion and integration - to develop theoretical models to analyse - to consolidate and improve the theoretical and methodological basis of human and social sciences in the EU in the field of social exclusion and integration - to identify the contribution that European TRD measures can make with respect to social integration | <ul style="list-style-type: none"> - RTD projects - Thematic Networks in support to RTD-projects addressing a specific task (exchange of experiences, information around on particular policy issue or a research task - Thematic studies, responding to urgent needs on spec. well-defined policy issues (formulated by policy makers) based on coordination of activities of organisations/ research centres/ universities active in the specific field of study - databases and tools (such as thesauruses, directories) - preparatory, accompanying and support measures (studies, conferences, dissemination and exploitation, training through advanced study courses particularly in EU countries with a less developed research infrastructure in the areas covered by the programme) - evaluations - concerted actions : coordination of research projects already funded by public authorities and private bodies |
| <p>ACTIVITY 2 - International Cooperation (agreed upon by Research Council on 29/9/94) 540 MECU DG XII/B Mr. Wim Van Deelen 200 rue de la Loi B-1049 Brussels Fax 296 60 20</p> | <p>1. cooperation with other fora for European scientific and technological cooperation (such as EUREKA, European Science Foundation and international organisations); coordination of COST actions (coordination of nationally funded basic or precompetitive research)</p> <p>2. cooperation with CEE countries and CIS</p> <p>3. cooperation with non-European industrialized third countries</p> <p>4. cooperation with developing countries (sustainable management of renewable natural resources, sustainable improvement of agricultural and agro-industrial production, health, other sectors (information and communications technologies, non-nuclear energies, biotechnologies, material and production technologies)</p> | <ul style="list-style-type: none"> - to reinforce coherence of RTD in Europe - to help safeguard RTD potential within CEEC and CIS countries - to help solve important social, economic, ecological problems in CEEC and CIS - intensify coop. in RTD fields where the CEEC and CIS are in the forefront on a world level - define and set up an organized framework of cooperation with non-European industrialized third countries to ensure scientific and technical cooperation in various fields through concertation, dialogue on scientific and technological policy, conclusion of cooperation agreements - to enable developing countries to be associated with the generation of knowledge and innovative technologies needed to solve their specific problems so as to achieve sustainable development | <ul style="list-style-type: none"> - research projects (joint projects, concerted actions) - accompanying measures (workshops/ seminars, studies, networks, targeted training and mobility, distribution and utilization of results - synergy with other actions (4thFP or other) |

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| <p>ACTIVITY 3 - INNOVATION — Dissemination and optimisation of results of activities in the field of research and technological development (based on previous SPRINT and VALUE programmes) 1994-98 330 MECU DG XIII/D Director: Dr. G.Grata Technology transfer and validation projects, liaison with Joint Research Centre, intellectual property: Mr. J.-N. Durvy Tel. 352- 4301 33610 Fax 352- 4301 34129</p> <p>Community Information and Dissemination Service: Mr. M. Bellardinelli Tel. 352-4301 32248 Fax 352-4301 34989</p> <p>Relay Centres and other Services: Mr. J. Hernandez-Ros or Mr. John Young Tel. 352-4301 34533 or 32898 Fax 352-4301 34129 or 34009</p> <p>Innovation policy, regional aspects, financing, EIMS: Mr. R. Miede Tel. 352- 4301 34180 Fax 352- 4301 34544</p> <p>Jean Monnet Building Plateau du Kirchberg L-2920 Luxembourg</p> | <p>1. - infrastructure for innovation - innovation management - innovation monitoring - interfaces between EC's research programmes and industry, the scientific community as well as society at large</p> <p>2. European Innovation Relay Centre Network (replacing former VALUE Relay Centre network): responsible for transfer of research results and technologies in accordance with the needs expressed by the local industrial fabric, as well as for necessary information provision on Community RTD activities</p> | <ul style="list-style-type: none"> - promote an environment favourable to innovation and the absorption of new technologies by enterprises - stimulate a European open area for the diffusion of technologies and knowledge - to supply this area with appropriate technologies - to identify the most successful and cost-effective ideas with a view to reproducing these on a European scale - promote cooperation between sources of finance, universities and/or research centres and enterprises - analyse ways to mobilise private funds for RTD and other innovation projects - support the provision of technical and managerial assistance to public and private financial intermediaries who co-invest with SMEs in the exploitation of RTD results - help the regions in the Union to develop coherent and effective technology strategies, policies and projects - to encourage regional SMEs to participate in European funded co-operative research programmes - increase uptake of modern management's methods by firms, research centres etc. to spread best practice (strategic planning, technology watch, quality management, awareness of intellectual property rights, value-analysis and innovation design and marketing - increase public awareness of research and technology processes and results; provide adequate accessible information suited to the needs of different groups on Community RTD - reinforce technology assessment infrastructures and activities to bridge the gap between scientists/ technologists and managers | <ul style="list-style-type: none"> - European Innovation Monitoring System (EIMS) survey of schemes for innovation, identify most successful ones, reproduce them on European scale - Investment Fora - Technology Performance Financing scheme (TPF) - Regional Technology Plans (RTPs) which prepare eligible regions to make efficient use of the structural funds in domains affected by new technologies - Regional Innovation and Technology Transfer Strategies and Infrastructures (RITTS) which support local and regional government and development organisations in the analysis and development of the regional innovation and technology transfer infrastructure - pilot actions encouraging technology transfer and know-how, particularly in less favoured regions - support actions for 'Science Parks' to help operators access expert knowledge, and to facilitate networking - promotion of innovation management techniques - support for networks of existing national organisations to integrate a European dimension in their strategies for diffusion technologies (support for technology advisory centres, university-industry liaison services, technology-watch bodies a liaison services between SMEs and large companies - support for relay centres for the spread of scientific and technological know-how - technology transfer projects (TTP) with efficient cross border transfer mechanisms - assistance in the protection and exploitation of RTD results a demonstration (in the framework of the Specific Programmes— Activity 1 of the Framework Programme, e.g. advice on Intellectual Property Rights, evaluation of exploitation potential of RTD results, analysis of potential markets - Transfer Validation Projects (TVPs) transfer RTD results across industrial sectors to increase the technical potential at the disposal of companies, in particular SMEs, responding to user needs <p>Universities are entitled to participate in all the activities of the programme, but are best suited to participate in EIMS, TTPs, TVPs and in evaluations.</p> |
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| <p>ACTIVITY 4 - Training and Mobility of Researchers (TMR) (Council decision of 15.12.1994) 744 MECU DG XII Rue Montoyer 75 B-1040 Brussels Tel. 296 0254 Fax 296 2136 or 2133</p> | <p>European Community and associated states</p> <p>all fields of the exact, natural, economic and management sciences, as well as those social and human sciences that contribute to the objectives of the 4th Framework Programme</p> <p>no pre-established targets or priorities in the fields covered (scientific merit and interest for the Community will be the overriding criteria in the evaluation and selection of projects)</p> | <ul style="list-style-type: none"> - to develop human resources in science and technology by means of training through research - to improve the utilization of high-level human resources in science and technology through transnational mobility and cooperation - to improve the mobility of European researchers throughout the Community, encouraging mobility both between universities, research institutes and industry and between disciplines, thus better exploiting the research potential in the different disciplines - to promote, for instance through networks, transnational cooperation on research activities proposed essentially by the researchers themselves and not eligible for support under the thematic RTD programmes of the 4th Framework Programme (see Activity 1 above) - to facilitate access of researchers to existing large-scale facilities that are essential for high-quality research - to improve the scientific and technological cohesion of the Community and contribute to the attainment of a general level of scientific excellence by offering research opportunities to scientific institutions and researchers from all regions of the Community | <ul style="list-style-type: none"> - promotion of research networks on a European scale, promoting particularly young post-doctoral researchers, encouraging interaction between different disciplines, the combination of different technologies, the transfer of technology from one scientific domain to another, the dissemination of results, and cooperation between academia and industry, especially SMEs; - networks should, as a general rule, consist of at least five research teams from at least three countries; while organizations within a network will use their own resources (national, private etc.) to finance actual research work, EC support will finance up to 100% of the additional costs of creating and maintaining the network (for visiting researchers, costs for mobility, exchange of information, publication of results, other running costs, overheads up to 20% average network support is between 50 000 and 80 000 ECU per year - access to Europe's large-scale facilities, particularly for researchers from regions where such installations do not exist financial support is awarded to organisations which operate large-scale facilities to pay for the use of the facility by researchers who would not normally have access to the facility (support is intended to cover the additional costs arising from travel and subsistence expenses paid to international researchers, the costs of training courses for new users, user fees and publication and dissemination of results); or to support RTD projects aiming to enhance the quality or quantity of access (up to 50% of the costs of the project); - research training grants (post-doctoral level, particular attention to those coming from or going to industrial laboratories; post-graduate level; return grants for researchers from less favoured regions; grants for experienced researchers - accompanying measures: support for conferences, summer schools and large training courses; dissemination of information studies and evaluations on some aspects of the programme (e.g. participation of women, social and economic impact, possible technological risks, distance-learning techniques); competition at schools and for young science undergraduates; debates on the impact of the programme |
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| <p>SOCRATES 1995-99 850 MECU DG XXII-A Rue Belliard 5-7 B-1040 Brussels</p> <p>ERASMUS: Tel 295. 4501 Fax 299. 4153</p> | <p>Higher Education Institutions Schools Professors Teachers in higher education + schools Students Pupils Educational decision-maker Adults in adult education</p> | <ul style="list-style-type: none"> - to develop the European dimension in education at all levels so as to strengthen the spirit of European citizenship, drawing on the cultural heritage of each Member State - to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, and in particular those which are least widely used and least taught, leading to greater understanding and solidarity between the peoples of the European Union, and to promote the intercultural dimension of education - to promote wide-ranging and intensive cooperation between institutions in the Member States at all level sod education, enhancing their intellectual and teaching potential - to encourage the mobility of teachers, so as to promote a European dimension in studies and to contribute to the qualitative improvement of their skills - to encourage mobility for students, enabling them to complete part of their studies in another member State, so as to contribute to the consolidation of the European dimension in education - to encourage contact among pupils in the European Union and to promote the European dimension in their education - to encourage the academic recognition of diplomas, period s of study and other qualifications, with the aim of facilitating the development of an open European area for cooperation in education - to encourage open and distance education in the context of the programme - to foster exchanges of information and experience so that the diversity and specificity of the educational system in the Member States become a source of enrichment and of mutual stimulation | <p>HIGHER EDUCATION (ERASMUS) CHAPTER :</p> <ol style="list-style-type: none"> 1. Grants to universities for European dimension activities : <ul style="list-style-type: none"> - Institutional Contracts (for organizing students and teaching staff mobility, European Credit Transfer System, curriculum an courses development, intensive programmes, preparatory visit - University cooperation projects on subjects of mutual interest ("Thematic networks") 2. Student Mobility Grants <p>SCHOOL EDUCATION (COMENIUS) CHAPTER :</p> <ol style="list-style-type: none"> 1. Development of material 2. In-service training, seminars and courses for teachers and educators <p>HORIZONTAL MEASURES CHAPTER :</p> <ol style="list-style-type: none"> 1. Promotion of language learning (LINGUA) <ul style="list-style-type: none"> - European Cooperation Programmes for language teacher training - In-service training in the field of language teaching - Assistantship for future language teachers - Development of instruments for language teaching and assessment of linguistic competence 2. Joint Educational Projects for language learning 2. Open and Distance Learning (ODL) 3. Exchange of information and experience <ul style="list-style-type: none"> - Questions of common educational policy interest - European information network in the field of education (EURYDICE) - Visit scheme for educational decision-makers (ARION) - Network of national Academic Recognition Information Centr (NARIC) <ul style="list-style-type: none"> - Adult education : - Complementary measures : <ul style="list-style-type: none"> - support for European association, publications on l European dimension - awareness-raising activities to promote European cooperati - monitoring and evaluation of SOCRATES actions |
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| <p>LEONARDO 1995-99 620 MECU DG XXII- B Rue Belliard 5-7 1040 Brussels Tel 296.61.92 Fax 295.78.30</p> | <p>Enterprises Social partners Public authorities Universities Public and private training bodies Research centres, etc.</p> <p>OBJECTIVES (ctd.)</p> <ul style="list-style-type: none"> - promoting the development of vocational guidance facilities; - fostering the development of methods of self-training at the workplace and of open and distance learning and training; - encouraging the development and integration of key skills in vocational training measures, - promoting equality of access to initial and continuing training for persons disadvantaged by socioeconomic, geographical or ethnic factors or by physical or mental disabilities; supporting vocational training policies in such a way that all workers in the Community have access to continuing vocational training throughout their working life without any discrimination; - promoting equality of opportunity as regards access for men and women to vocational training and their effective participation therein, - promoting equality of opportunity as regards access for migrant workers and their children and the handicapped to vocational training and their effective participation therein; - promoting vocational training in the light of the results of technological research and development programmes, -- promoting cooperation on skill requirements and training needs; -- encouraging the acquisition and transparency of qualifications and an understanding of the key skills; | <ul style="list-style-type: none"> - support the improvement of training systems and arrangements in the Member States - support the improvement of vocational training measures, including university-enterprise cooperation, concerning enterprises and workers - develop language skills, knowledge and the dissemination of innovation in training - improving the quality and innovation capacity Member States' vocational training systems and arrangements; - developing the European dimension in vocational training and vocational guidance; - promoting lifelong learning training; - giving all young people in the Community who so wish the possibility of one or, if possible, two or more years of initial vocational training after their full-time compulsory education, - encouraging specific vocational training measures for adults without adequate vocational qualifications, in particular adults without adequate education; - enhancing the status and attractiveness of vocational education and training and promoting parity of esteem for academic diplomas and vocational qualifications; - promoting vocational training for young people and preparing young people for adult and working life; - encouraging specific vocational training measures for disadvantaged young people without adequate training and, in particular, young people who leave the education system without adequate training; - promoting the gradual development of an open European, vocational training and vocational qualifications area, particularly through the exchange of information and experience on obstacles to application of the free provision of services by training bodies; supporting activities aimed at developing linguistic skills as part of vocational training measures; | <ul style="list-style-type: none"> - devising, developing and testing transitional <u>pilot projects</u> concerning, in particular, the development of common training modules, the anticipation of training needs, the adaptation of content and methods, the training of trainers and language training - transitional placement and <u>exchange programmes</u>, which will enable different groups (young people in initial training, university students, managers of human resources) to receive part of their training in another Member State and enable trainers and specialists in the area of training to improve the quality of their work through the opportunity of an exchange - the development of knowledge in the area of vocational training through surveys and analyses undertaken on the basis of a Community work plan, concerning in particular,; <ul style="list-style-type: none"> - the anticipation of training needs, - transparency of qualifications, - new types of apprenticeship and training, - quality, - investment in training, - incentives for training as well as statistics on training provision, finance and beneficiaries |
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| <p>Cooperation in HE and Vocational Education and Training between the EC and the USA and between EC and Canada DG XXII /C.1 1,5 MECU for consortia 0,5 for compl. measures Ms. Constance Meldrum Tel. 296 2534 Fax 295 5719</p> | <p>higher education institutions vocational training institutions training organisations</p> | <ul style="list-style-type: none"> - to promote mutual understanding between EC and US/ Canada - to improve the quality of human resource development - to stimulate student-centred cooperation in higher and vocational education and training - to improve the quality of transatlantic student mobility, incl. promotion of mutual recognition, portability of credits - to encourage the exchange of expertise in new developments in higher education and voc. ed./tr. - to build bridges for Transatlantic cooperation activities which can subsequently be implemented without the need for continuing Community support - to build on and enhance the bilateral and intra-Community policies, programmes and networks by the input of US experience | <ul style="list-style-type: none"> - joint projects carried out by EC/US consortia (min. of three partners from EU and US respectively); consortia should become organisational framework between institutions for student mobility with full integration of study abroad into normal university life maximum of 3 years financial security, must be sustainable on their own afterwards - complementary measures such as exchanges of experience the area of higher education |
| <p>Operational Programme for Research, Technolog. Development and HE</p> <p>Structural Funds 5.000 MECU</p> <p>Contact : Geographical units DG V - DG XVI</p> | <p>An example of good practice is provided by the programme followed by Objective 1 areas of Italy (Abruzzo, Basilicata, Calabria, Campania, Molise, Puglia, Sardegna, Sicilia)</p> <p>target areas: higher education applied research technological transfer</p> <p>784 MECU Community contribution DG XVI /C.3 C.Neri Tel. 296 13 55 J.Cormack Tel. 296 04 68 Fax 296 32 72</p> | <ul style="list-style-type: none"> - to correct the imbalance between the Mezzogiorno and the rest of the Community with regard to R&D demand over R&D supply - to support innovation in traditional sectors - to promote scientific parks | <ul style="list-style-type: none"> - strengthening of ties between universities and local productive area through promotion of new 2-3 year diplomas for scientific/technological studies, annual research grants, postgraduate/post-doctorate grants, promotion of language laboratories, distance learning - support for Italian research centres; promotion of industrial research by means of "Fund for Applied Research" (Industry and SMEs are also eligible) - within framework of technological transfer, training of persons to act as interfaces between supply (universities/ research centres) and demand for innovation (SMEs). Similarly, training personnel to work in scientific and technological parks |

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| <p>PHARE 6.693 MECU (1995-99) annual budgets DG I A / B Mr. Spike Brouwer 88, rue d'Arlon B-1049 Brussels Tel. 296 6945 Fax 296 3595 http://europa.eu.int/en/com/m/dg1a/phare.html</p> <p>PHARE Information Office 34, Rue Montoyer B-1040 Brussels Tel. 299 1400/ 1356/1600 Fax. 299 1777 cf. Sector paper (1/9/94) on " Training and education reform in Central and Eastern Europe "</p> | <p>Initiative for economic reform in Central and Eastern Europe main priorities: - restructuring state enterprises including agriculture - private sector development - reform of institutions and public administration - reform of social services, employment, education and health - development of energy, transport and telecommunications infrastructure - environment and nuclear safety</p> <p>for national programmes (80%) additional priorities and details are defined by participating countries and agreed upon with the Commission (these " Indicative Programmes" are often multi-annual in their programming)</p> | <ul style="list-style-type: none"> - support the partner countries' initiatives to develop societies based on political freedoms and economic prosperity - help countries of central and eastern Europe rejoin the mainstream of European development and build closer political and economic ties with the EU - within education: to incorporate the elements necessary in the education and training system to provide the types of skills demanded by a market economy | <p><u>provision of grant aid</u> for national and multi-country programmes; within each programme <u>know-how</u> is provided (including policy advice, advisory and consultancy teams, training and studies, reform of legal and regulatory frameworks and of institutions, setting up framework programmes or pilot projects) to its partner countries for the fields or priorities established by the partner countries concerned</p> <p><u>training</u> forms a substantial element of many projects covering all areas needed for the administration of a democracy including economics, management, accounting, tax management, law, banking, marketing and personnel management</p> <p><u>education reform</u> could involve curriculum development, management training for head teachers, provision of educational materials or defining the roles of local education authorities</p> |
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| <p>TACIS 540 MECU for 1996 DG I A /C Mr. Timo Summa 88, rue d'Arlon B-1040 Brussels Tel. 299 1671 Fax 296 6012</p> <p>TACIS Information Office 34, Rue Montoyer B-1040 Brussels Tel. 2952585/ 66065/61070 Fax. 231 0441 http://europa.eu.int/en/com/m/dg1a/tacis/home.htm cf. report (10/94) on " Training and education reform in the former Soviet Union "</p> | <p>Initiative for economic reform in in the New Independent States and Mongolia main priorities: - restructuring state enterprises including agriculture - private sector development - building an effective food production, processing and distribution system - reform of institutions and public administration - reform of social services, employment, education and health - development of energy, transport and telecommunications infrastructure - environment and nuclear safety</p> <p>for national programmes (80%) additional priorities and details are defined by participating countries and agreed upon with the Commission (these " Indicative Programmes" are often multi-annual in their programming)</p> | <ul style="list-style-type: none"> - support the partner countries' initiatives to develop societies based on political freedoms and conomic prosperity - help countries of the New Independent States and Mongolia rejoin the mainstream of European development and build closer political and economic ties with the EU - within education: to incorporate the elements necessary in the education and training system to provide the types of skills demanded by a market economy | <p><u>provision of grant aid</u> for national and multi-country programmes; within each programme <u>know-how</u> is provided (including policy advice, advisory and consultancy teams, training and studies, reform of leg and regulatory frameworks and of institutions, setting up framework programmes or pilot projects) to its partner countries for the fields or priorities established by the partner countries concerned</p> <p><u>training</u> forms a substantial element of many projects covering all areas needed for the administration of a democracy including economics, management, accounting, tax management, law, banking, marketing and personnel management</p> <p><u>education reform</u> could involve curriculum development, management training for head teachers, provision of educational materials or definir the roles of local education authorities</p> |
| <p>MED-Media (consolidated programme after completion of pilot phase Sept. 1994) 16 MECU (1996-97) DG I /H.2 Mme Nicola Frank 200 rue de la Loi (SC14/8-43) B-1049 Brussels Tel. 299 0932 Fax 299 0204</p> | <p>cooperation between EU and non-EU mediterranean countries in the domain of media</p> | <ul style="list-style-type: none"> - establish a cooperation network of media professionals, organisations and institutions between Mediterranean non-Member countries and the EU, in order to contribute to the political, economic and cultural development of the media and the non-EU mediterranean countries - foster exposure of different professional techniques and social values - disseminate productions in partner countries | <ul style="list-style-type: none"> - training, exchanges of media professionals in all are of the media - exchange of media programmes between partner countries - seminars and workshops on practical problems fac by media |

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| <p>MED-Migration 1,9 MECU (1996-97) DG I /H.2 Ms. Sandra Kramer 200 rue de la Loi (SC14/8-43) B-1049 Brussels Tel. 295 5372 Fax 299 1045</p> | <p>cooperation between EU and non-EU mediterranean countries in the domain of migration target areas: - creation of enterprises - job creation - health of mother and child - enhancement of living conditions - social and administrative welcoming facilities - enhancement of urban everyday living conditions - socio-economic integration of women and young people</p> | <p>- foster decentralised cooperation between regional authorities and other institutions aiming toward sustainable socio-economic development</p> | <p>- development of transmediterranean networks - transfer of experience and know-how in migration management in countries of origin and destination (seminars, colloquia) - development of contractual links and durable cooperation - development of environmental and energy policies</p> <p>networks have to include at least 2 MS and one non-EU MS co-financing of max. 80%</p> |
| <p>MED-Techno 7 MECU (1996-97) DG I /H.2 Ms. Sandra Kramer 200 rue de la Loi (SC14/8-43) B-1049 Brussels Tel. 295 5372 Fax 299 1045</p> | <p>cooperation between EU and non-EU mediterranean countries in the domain of technology target areas: - water and sewage management - renewable energies in sewage management</p> | <p>enhancement of technological cooperation in the mediterranean region</p> | <p>- creation of university and other institutional partnerships - innovative cooperation projects in sewage recycling - establishment of mechanisms for technology transfer - pilot projects aiming at ameliorating the application of efficient technologies in the med. region</p> <p>partnerships / networks have to include at least 2 MS and one non-EU MS co-financing of max. 250 000 ECU per year per three-year project exchange of scientific and technical experts financed at max. 100 000 ECU per year for the functioning of the network</p> |

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| <p>COOPERATION WITH JAPAN - Fellowship and Training Programmes for the benefit of European industry</p> <p>1. 4,5 MECU for 1997 DG I /F.1 Ms. R.Nickman CE B-28 6/114 Fax 299.02.04</p> <p>2., 3. and 5. 3,6 MECU</p> <p>CE RP-6 02/62 Tel. 295 64.11 Fax 296 98.53 (5. also DG XVII /D.1 Ms. P. Marques Fax 295 61.18)</p> <p>4. DG XII /B.3 Mr. M. Merla CE SDME R2/95 Fax 296 3308</p> | <p>training programmes in Japan:</p> <ol style="list-style-type: none"> 1. for young executives from export oriented companies to improve skills in Japanese business practices; 2. for senior managers with more than 10 years of professional experience (organised in cooperation with EU-Japan Centre for Industrial Cooperation) 3. for European production engineers to improve their sknowledge of Japanese manufacturing technology 4. for young European scientists to conduct research in Japanese national laboratories, universities, research centres or companies (special emphasis on information science and industrial technology) 5. for experts in the field of alternative energies | <p>The overall objective of the fellowship and training programme is to support European industry in its efforts to increase human resource skills in dealing with Japan, ranging from commercial to research interaction, and ultimately to improve their sales on Japanese markets.</p> | <p>1.-3. are aimed at businesses, although HE institutions could tender for the operation of the programmes (a consultants). The calls for tender would be published the OJ.</p> <p>4. research fellowships for young scientists under 35 fo a duration of 6 to 24 months some including intensive language course (ca. 60 fellows per year).</p> <p>5. fellowships for short company or seminar visits or longer visits (up to two months) e.g. for research projects (up to 10 fellows per year).</p> |
| <p>COOPERATION WITH CANADA (arising from the 1976 EC/Canada Framework Cooperation Agreement) B7-5020 DG I /B.2 Mrs C. Plunkett Fax 299 18.37</p> | <ul style="list-style-type: none"> - industry - science and technology - energy - mining - transport - communications - tourism - agriculture and fisheries | <p>to foster mutual economic cooperation by encouraging and facilitating inter alia:</p> <ul style="list-style-type: none"> - broader intercorporate links between EU and Canadian industries, especially in the form of joint ventures - greater participation by EU and Canadian firms in the industrial development of the parties to the Cooperation Agreement on mutually advantageous terms - increased and mutually beneficial investment - technological and scientific exchanges - joint operations by EU and Canadian firms in third countries - regular exchange of industrial, agricultural and other information relevant to commercial and economic cooperation, development of contacts and promotion activities between firms and organisations in the EU and Canada | <ul style="list-style-type: none"> - studies - meetings of experts - conferences, congresses - information and publications, <p>all of the above have to be directly linked with the achievement of the initiative's objectives (grants are given toward the costs of organisation)</p> |

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| <p>EXTERNAL TRADE RELATIONS AND THE WORLD TRADE ORGANISATION DG I/B.1 USA : Mr. G. Mac Polin Tel. 299.01.07 Fax 299.02.08 DG I/B.2 Australia/ New Zealand: Mr. J. Borrell Fax 299.18.97</p> | <p>major trading partners, primarily USA but also Australia/New Zealand, Korea, Hong Kong</p> | <p>to improve mutual understanding of the problems related to international trade by organising information seminars on Community interests vis-a-vis those countries with a view to influencing decision making circles.</p> | <p>studies seminars meetings of experts, conferences, congresses information and publications (linked with the achievement of the initiative's objectives) grants toward the organisation of such events, which usually do not exceed 50 %, are intended to be used make up any shortfall in financing without which the action could not proceed, and is awarded on the understanding that alternative sources of funding will be obtained to finance the balance of costs</p> |
| <p>COOPERATION WITH INDIA 1. Euro-India Collaboration and Exchange Programme (1995-97 = phase 2) 0.924 MECU 2. EU-India Cross-Cultural Programme (1996-2000) 10 MECU for 5 years DG I / J.1 Mr. Lallemand-Zeller or Mr. Albert te Pass SC14 2/57 Mr. Zeller: Tel. 299 98.16 Mr. Albert te Pass: Tel. 299.23.28 Fax 299.10.62</p> | <p>1. European and Indian management education institutions 2. wide variety of institutions 3 main sectors of activity, sector 2: university and studies target groups and subject areas will be defined after the completion of the preparation phase (beginning 1996)</p> | <p>1. to enhance Euro-Indian economic relations and to foster direct cooperation of European and Indian management education institutions and industrial enterprises, more specifically to improve - synergy between management educators, businessmen, industrialists - the quality and product orientation in all activities (publications, workshop proceedings, etc.) - linkages in management education between academic institutions and business and industry - transfer of applied management research, teaching and training with a view to fostering Into-European economic cooperation 2. to promote contacts and mutual understanding between the EU and India in order to strengthen and optimise diversified cooperation in both regions</p> | <p>1. - exchange total of 36 senior and junior faculty members from India to Europe and vice versa (18 per year) - 3 short-term courses/ workshops in India per year, 1 short-term course/ workshop in Europe per year - participation in social and cultural activities; networking and alumni linkages 2. - European and Indian studies project - European and Indian Chairs (lectureships) - scholarships - bilateral institutes (documentation and study centre - accompanying activities (events, exhibitions, cross-sectoral roundtables, workshops) to enhance the collaboration between universities, industries, decision makers, etc.</p> |

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| <p>ARTICLE 6 OF EUROPEAN SOCIAL FUND</p> <p>new regulation of the ESF (1994-1999) 20 MECU for 1995 DG V /B.4 Mr. Hugh Quigley Tel. 295.63.58 Ms. Christa Kammerhofer Tel. 299 0791 CE J 27 - 3/39 Fax 296.97.70</p> | <p>target areas for 1995:</p> <ul style="list-style-type: none"> - promoting reduced or more flexible hours suited to the needs and personal situation of employees, both men and women, and to the needs of the business (targetting: SMEs, public utilities, social partners, trade unions) - promoting experiments to reduce indirect labour costs to encourage hiring, particularly of unqualified employees (targetting: SMEs (including public enterprises), local authorities, NGOs (including community groups)) - examining the use of public funds earmarked for unemployment benefit in alternative ways to support measures providing work (targetting: SMEs, NGOs, local authorities, government departments) - strengthening of employment services through improved links between them and businesses and local markets (targetting: public or private employment services, employers, trade unions) - helping to tailor all the services concerned with integration to the specific needs of persons exposed to exclusion (targetting government departments, NGOs, local authorities) <p>Particular attention will be paid to projects with a strong local dimension, where partnership between all local actors is encouraged, and where the social partners cooperate actively in the design and implementation of the activities.</p> | <ul style="list-style-type: none"> - to identify innovative thinking in the field of social policy which can be incorporated into the future activities of the ESF - to achieve a more employment-intensive pattern of growth - to improve the workings of the labour market - to reinforce the training system | <p>Innovatory operations and pilot projects with clearly documented innovative content and multiplier effect. While not specifically targetted HE institutions may participate in any measures of the initiative.</p> <p>The ESF may contribute up to a maximum of 75% of project costs in objective 1 regions of the EU (economic adaptation of underdeveloped regions) and up to 50% in other regions. All applications are handled via Member State Ministries of Labour.</p> |
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| <p>INFORMATION SOCIETY AND REGIONAL DEVELOPMENT (Pilot action pursuant to article 10 of ERDF and article 6 of ESF) 20 MECU for 199?</p> <p>DG V /B.5 Mr. W. Herrmann Fax 296.97.71</p> <p>DG XVI/A.2 M. Michel LANDABASO Tel. 296.52.56</p> | <p>information technology in less favoured regions (especially in areas defined as objectives 1, 2, 5b and 6 under the ERDF Regulation)</p> | <p>- to integrate the concept of 'Information Society' into regional development policies of less favoured regions by</p> <ul style="list-style-type: none"> - developing partnership among key regional actors in the elaboration of a regional Information Society Strategy and Action Plan; and assessing the feasibility of key applications; - preparing and launching pilot applications for the demonstration of best practice in the regional deployment of the 'Information Society'; <p>- to contribute to regional development and employment creation in less favoured regions through the usage of information and communication technologies</p> | <ol style="list-style-type: none"> 1. development of a regional information society strategy and action plan 2. pilot application related to information society and: <ul style="list-style-type: none"> - business needs, competitiveness - employment creation and development of human resources - environment and quality of life - reduction of peripherality of the region - improvement of the delivery of services to citizens and development of personal services. <p>Proposals should be submitted by any local or region authority (HE institutions may participate but cannot submit the proposals), should demonstrate commitment to participate by key regional actors from several different regions, should be based on inter-regional cooperation, should aim at implementation several different regions, should have at least 2 participating bodies from 2 regions from at least 3 countries, should have at least one third participating regions and requested financial contribution from objective 1 areas.</p> |
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| <p>EMPLOYMENT (1994-1999) 1 400 MECU for 5 years - Now (370 MECU) - Horizon (730 MECU) - Youthstart (300 MECU)</p> <p>DG V /B.4 CE J 27 - 3/39 Fax 296 9770 Mr. Hugh Quigley Tel. 295 6358 Ms. Christa Kammerhofer Tel. 299 0791</p> | <p>1. Now : women in the labour market, in particular women who are: - long-term unemployed, - threatened by exclusion from the labour market, - wish to return to employment, - young women seeking employment, - trainers and educators, - heads of personnel departments, - experts in business support measures, - counsellors in equal treatment, - employee representatives</p> <p>2. Horizon : disadvantaged or handicapped persons (due to disabilities, to being underprivileged, marginalised, to belonging to ethnic minorities, to being refugees). Female social workers, counsellors and trainers, and heads of personnel departments are also targetted, as well as experts in business support measures, and personnel in rehabilitation centres.</p> <p>3. Youthstart : youths under 20 without qualifications and without access to the established educational institutions, youths from disadvantaged groups or regions. Female orientation counsellors and trainers are also targetted, as well as experts in local business support measures, and personnel managers.</p> | <p>- enhance the level of qualifications in the EU - ameliorate the training systems and the functioning of the labour market - promote social solidarity and equality of opportunity - sensibilise the public - personalise training</p> <p>1. - reduce unemployment of women and ensure access for women to jobs in growth sectors - ameliorate the situation of working women - establish equal opportunities for women in the labour market - foster transnational exchange of know-how, ideas and experiences</p> <p>2. overcome obstacles of disabled or disadvantaged persons to enter the labour market</p> <p>3. prevent youth unemployment especially for those without adequate basic qualifications who face the risk of life-long unemployment</p> | <p>All proposals should demonstrate that the proposed measures are transnational and innovative, that they follow a bottom-up approach and will have a clear multiplier effect. For all three sub-programmes the following measures are eligible: - measures which will enhance the organisation and flexibility of training, counselling and orientation systems - creation of orientation and placement services - support for job and business creation; - training of trainers and educators; - dissemination of information and good practice; - sensibilisation of staff in educational institutions and placement and orientation services In addition: 1. Now: - especially in objective 1 regions: development of appropriate training, orientation, counselling and wo systems, reinforcing links between training, HE institutions and businesses to enhance the profession; integration of women; - in objective 1 regions: development of innovative pedagogical materials; - objective 1 regions: training of educators and equal opportunity counsellors in educational institutions; - development of cooperation and networks between educational institutions and local enterprises and organisations; - development of innovative evaluation of professional experience; - development of cooperation and networks of local initiatives to help women use local resources. 2. Horizon : creation of flexible training systems (open and distance systems) through implementation of new technologies - adaptation of work places through promotion of telework; - infrastructural support for objective 1, 2 and 5b regions; - training in new distance learning and working technologies; - training of staff; 3. Youthstart : definition of objectives and standards in professional orientation, training, placement, supporting measure development of innovative measures in integration of youths into the labour market through distance learning; - innovative training and placement measures.</p> |
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| <p>ADAPT 1 400 MECU (0,4 MECU for objective 1 regions)</p> <p>DG V /B.4 CE J 27 - 3/39 Fax 296 9770 Mr. Hugh Quigley Tel. 295 6358 Ms. Christa Kammerhofer Tel. 299 0791</p> | <p>workforce in particular:</p> <ul style="list-style-type: none"> - female employees threatened by unemployment in economic sectors which are undergoing structural changes; - female unemployed who have lost their jobs due to structural changes of the economic sector or who would like to become independent; - part-time female employees; - female employees who are have undergone reorientation or retraining for new jobs | <ul style="list-style-type: none"> - accelerating the adaptation of the workforce to industrial change - increasing the competitiveness of industry, services and commerce - improving qualifications, increasing flexibility and mobility to prevent unemployment - anticipating and accelerating the creation of new jobs and new activities, especially amongst SMEs | <p>All proposals should demonstrate that the proposed measures are transnational and innovative, that they follow a bottom-up approach and will have a clear multiplier effect.</p> <p>Universities are eligible for support for any of the following measures (for research measures they should cooperate with businesses):</p> <ul style="list-style-type: none"> - supply of training, counselling and guidance services (e.g. support in the form of expertise for groups of firms to identify changes in industry, define business and training plans; training schemes related to new qualifications by developing cooperation between training institutes, research centres, firms etc.) - anticipation of labour market trends and qualification needs through development at European level of sectoral and regional networks for trend analysis pertaining to markets, production systems, business organisation, industrial relations, local development support structures and services offered to firms); - cooperation and training in new fields of economic activities; - local employment development initiatives to combine economic development strategies with training activities; - adaptation of support structures and systems (cooperation and exchange between companies at research in the field of technology transfer to local labour markets); - development of schemes for the training of trainers adaptations of workers to industrial change; - training for the setting up of shared services provision (research, design, marketing) between enterprises; - development of databases on employment and adaptation actions, inter-linkage with data-bases on continuous training; - dissemination of best practice and transnational and inter-regional exchange of experience; - studies related to industrial change and their impact on labour markets, qualifications, methods and results of training, training of trainers; - awareness-raising measures relating to economic sectors, training services, research institutes, chambers of commerce, employers and workers organisations etc. |
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| <p>HELIOS II (1993-96) (based on Council decision of 23 February 1993) ? MECU DG V/ E.3 Mr Bernard Wehrens 200 rue de la Loi B-1049 Bruxelles</p> | <p>needs/ problems concerning persons with disabilities</p> <p>exchange of information concerning annually changing list of target topics or areas such as</p> <ul style="list-style-type: none"> - disability prevention - functional readaptation - education at every level - economic integration (professional orientation, information for employers and unions; professional training - employment (difficulties, opportunities, good practice, new technologies etc.) - social integration and autonomous life - social, economic and judicial protection - training of staff concerned with persons with disabilities | <ul style="list-style-type: none"> - allowing persons with disabilities to live in their ordinary environment - facilitate quick reintegration into social and professional life - encourage full participation in choices concerning technical aids - training of persons with disabilities and of persons in their environment regarding their needs and problems - exchange of good practice and of information concerning new opportunities for facilitating everyday life for persons with disabilities (such as use of new technologies) | <p>exchange of information and experience:</p> <ul style="list-style-type: none"> - information visits with short seminar - exchanges or internships - workshops on one issue or to prepare a joint activity with participants from every members state such as training activities - seminars and conferences with large participation aiming at wide dissemination of information at local and national level |
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| <p>HEALTH EDUCATION</p> <p>1. 'Europe against Cancer' 11 MECU in 1995 DG V /F.2 Ms. S. Blanco JMO C3/59 - Plateau du Kirchberg L-2920 Luxembourg Tel. (352) 4301 37324 Fax (352) 4301 34511</p> <p>2. Sanitary aspect of drug abuse 3,5 MECU in 1995 DG V /F.2 Ms. V. Wasbauer JMO C5/73 - Plateau du Kirchberg L-2920 Luxembourg Tel. (352) 4301 32838 Fax (352) 4301 34511</p> <p>3. Prevention of AIDS and certain other communicable diseases (based on art.3 and 129 of the EC Treaty, Council decision expected for Dec.1995) 49.6 MECU proposed budget for 1995-99 DG V /F.2 Mr. B. LeGoff JMO - Plateau du Kirchberg L-2920 Luxembourg Tel. (352) 4301 32788 Fax (352) 4301 34511</p> | <p>general population, health and education personnel, high-risk groups</p> <p>3.a) HIV/AIDS and sexually transmitted diseases - data collection - measures for children and young people - prevention of transmission - social and psychological support</p> <p>3.b) certain other communicable diseases - vaccination - creation and development of networks - information, education and training - early detection and systematic screening</p> | <p>1. - to prevent premature death which particularly affects the young working population; - to increase life expectancy without disability or sickness - to promote quality of life by improving general health status and avoiding chronic disabling conditions - to promote general well-being of the population by minimizing the economic and social consequences of ill health</p> <p>2. - to prevent drug abuse among general population and in particular among young people - to promote alternatives to drug abuse - to facilitate exchanges and good practice in the field of drug prevention - to support transnational networking and training in this field</p> <p>3. - to improve the prevention of communicable diseases in the Community by developing appropriate tools for the timely sharing of information and for ensuring prior consultation on communicable diseases and counter-measures - to develop and improve existing practical measures aimed at preventing the emergence or resurgence of communicable infectious diseases - to contribute towards reducing the spread of AIDS and other communicable diseases in the Community - to contribute towards minimizing the adverse consequences of the epidemic for individuals and for society - to cooperate with the efforts to combat AIDS outside the Community - to increase people's understanding of AIDS and its effect and reduce the fears and prejudices which can provoke discrimination</p> | <p>HE institutions are eligible to apply for funding for each foreseen activity.</p> <p>- data collection, analysis and dissemination of epidemiological and other data on AIDS, as well as information on AIDS-related knowledge, attitudes and behaviour of the general public and target groups, and on preventive measures - studies on above-mentioned subjects, as well as on provision of information to young people, to high-risk groups, on the psycho-social aspects of the disease, actual and potential discriminatory situations in the Community in employment, insurance, housing, education and health care - exchange of experience, best practice and information on prevention strategies, on the development and promotion of new methods of protection, on harm-reduction measures such as the provision of syringes for drug users, on models of assistance and support - development and use of assessment parameters to assess the effectiveness of preventive measures, including helpline calls, media coverage, and to assess trends in the incidence of sexually transmitted diseases - initiatives to provide information relevant to specific groups of children and young people, to high-risk groups - measures to improve consistency of information provided in the different Member States - exchange of educational and training material - elaboration of manuals, bulletins and directories on HIV transmission, therapy, support organisms - encouragement of networks of (particularly voluntary) organisations</p> <p>- with respect to other communicable infectious diseases: - definition and development of a standard methodology for assessing levels of vaccination coverage - assessment of levels of vaccination - creation and development of networks - evaluation of prevention strategies - establishment of hypotheses for subsequent research and the formulation of a public health plan - pilot projects to improve the dissemination of epidemiological information - establishment of early detection and effective screening systems for communicable diseases - training of health personnel</p> |
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| <p>SAFE 6 MECU for 1996 DG V / F.5 Mr. Ronald Haigh rue Alcide de Gaspari, Lux-2920 Luxembourg Tel. 352- 4301 32 734 Fax 352- 4301 33 248</p> | <p>private companies, industrial corporations, universities</p> <p>health and hygiene standards at the work place</p> | <ul style="list-style-type: none"> - to enhance the health and hygiene conditions and competitiveness of SME - to reinforce legislation, proposing new directives - to help convergence of MS and associated countries' policies | <ul style="list-style-type: none"> - support for projects - seminars and colloquia - dissemination of information, good practice - pilot projects |
| <p>4th ACTION PROGRAMME ON EQUAL OPPORTUNITY FOR WOMEN AND MEN (1996-2000) 60 MECU over 5 years (budget to be approved by Council) B34012 DG V /A.3 Ms A. Hubert</p> | <p>Equal opportunities of men and women (emphasis on equal opportunities as integral part of all relevant policies and programmes of the EU, while encouraging Member States to engage in similar initiatives at national level).</p> <p>Education is highlighted as being an important area to generate the changes of attitude crucial to attaining de facto equality.</p> | <ul style="list-style-type: none"> - implement existing EU legislation - fight segregated labour market and low value attributed to women's work; achieve equal pay - create greater access to decision making - reconcile professional and family life <p>Research will be promoted with a view to consolidating the theoretical framework of Equal Opportunities policy and to explore the effects of including a gender dimension into various policy fields.</p> | <ul style="list-style-type: none"> - research projects - dissemination of examples of good practice in equal opportunities in teacher training and in actions undertaken to make scientific and technical subjects more attractive to young girls |
| <p>AGRI-ENVIRONMENTAL PROGRAMMES (based on Community Agricultural Policy: CEE resolution 2078/92 publ. in OJ L215 30.07.1992) DG VI /F.II.1 L130 09/186 Mr. R. Priebe Tel. 295 0161/53131 Fax 296 1472</p> | <p>agricultural production practices which are compatible with demands of environmental protection</p> | | <p>Universities are eligible to participate in demonstration projects (part of accompanying measures). The Community agricultural policy is managed through national programmes. Universities thus have to address their national authorities for details on the types of projects which they could propose to participate in.</p> |

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| <p>AGRIFISH 1994-1998 679 MECU managed by DG VI, XII and XIV VI: agriculture, forestry and rural development (315 MECU): DG VI /F.I.1 Loi 130 -8 Ms. Dorianne Givord Tel. 299 1951 Mr. Sousa Tel. 295 9318 Fax 295 0131</p> | <p>agriculture fisheries agroindustry food technology forestry aquaculture rural development</p> | <ul style="list-style-type: none"> - to fight against agricultural diseases and improve the quality of agricultural products - to improve the competitiveness of agriculture - to develop alternative or complementary activities in rural areas - to evaluate current policies, their economic, ecological and social impact and adapt them consequently | <p>Universities can make proposals once tenders for contracts are published in the OJ.</p> <p>Studies, analyses and evaluations: - e.g. on reformed Community Agricultural policy (optimization of methods; interactions with environment), quality policy, diversification, animal and plant health, multifunctional management of forests and rural development</p> |
| <p>COOPERATION WITH DEVELOPING COUNTRIES : 1. ACP : Africa, Caribbean, Pacific (governed by Lomé IV Convention; 70 signatory countries) 250 MECU through EDF (in addition to 187 between 1992-94 through Structural Adjustment Programmes) DGVIII Mr. Antony CRASNER Tel. 299 9817 Fax 299 2875 support for fishery: DG XIV, M.Vanbrabant, A.Spezzani 2. South Africa Special " European programme for reconstruction and development " (EPRA) : 100 MECU DGVIII</p> | <p>1. high priority : basic education, vocational and technical training, health, agriculture, fishery low priority : university</p> <p>detailed priorities are decided upon bilaterally for each Indicative Programme, usually country concerned requests funds from Commission</p> <p>2. special programme : emphasis on training and job creation</p> | <ul style="list-style-type: none"> - to enhance human resource development in ACP countries - to improve human resource development in South Africa | <ul style="list-style-type: none"> - vocational training - higher technical institutes - teacher training - health training - agriculture related training - curriculum development - universities can also tender for consultancy services <p>DG XIV : support for development of programmes in fishery study visits in fishery training programmes</p> |

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| <p>MEDIA II 310 MECU for 1996-2000 DG X / D.4 Mr. Jacques Delmoly Tel. 295 8406 Fax 299 9214</p> | <p>European audiovisual programme industry</p> | <ul style="list-style-type: none"> - promote European dimension in programme content and marketing strategy (non-European material currently accounts for more than 80% of cinema showings and around 55% of television broadcasting time) - facilitate the development of cinema and TV productions with a European potential that aim at a significant market share | <ul style="list-style-type: none"> - support for initial and continuing training : <ul style="list-style-type: none"> -supplement and reinforce management training schemes in the industry, - encourage access to new audiovisual production technologies, - stimulate cooperation between teaching and training establishments and firms, - develop exchanges of know-how and experience between training institutions and professional sector (- development of European productions - transnational distribution of European programmes) |
| <p>EDUCATION IN ENVIRONMENT (Council Resolution 88/C 177/03 and Council Conclusions 92/C 151/02) 1 MECU for 1997 See S 7/27 of 10.01.1997 DG XI / B.4 Mr. G. Vincent BU-5 00/174 Tel. 296 9514 Fax 296 9560</p> | <p>environmental education (targetting EU citizens in general and teachers in particular)</p> | <ul style="list-style-type: none"> - to help promote environmental education so that it may become an integral and essential part of every European citizen's upbringing - to strengthen environmental education at all levels of the educational system - to promote awareness of environmental problems at Community as well as local level - to strengthen the European dimension in education - to promote the transfer and exploitation of innovative experiments on a European scale | <ul style="list-style-type: none"> - initial and in-service training of teachers (general, technical and vocational) including the organization teacher-training teams - design, testing and evaluation of educational material - networking of educational structures (resource centres, etc.) in the field of environmental education - educational innovations in an interdisciplinary and evaluative context <p>Projects must have a transnational impact and involve participation by at least 3 EU Member States, should have a good cost-effectiveness ratio, should demonstrate a lasting multiplier effect on a European scale, should facilitate the lasting integration of environmental studies in the educational context and should demonstrate effective and balanced cooperation between all the partners involved.</p> |

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| <p>ENVIRONMENT AND SUSTAINABLE DEVELOPMENT (call for expression of interest 94/C 157/13 of 08.06.1994 valid until 30.6.1997) DG XI /C.2 BU-5 6/121 Mr J.Guinovart Tel. 296 6190 Fax 295 0050</p> | <p>technical assistance in preparation, implementation and follow-up of 5th Community programme of policy and action</p> | <ul style="list-style-type: none"> - to integrate Community environment policy in industry, energy, transport, agriculture and tourism - to incorporate environmental aspects into the curricula of future lawyers, as well as in the economic, scientific, political and social fields of study | <p>consultancy and/or technical assistance relation to information, awareness, education and training activities, pilot projects in environmental policy, in particular:</p> <ul style="list-style-type: none"> planning, studies, analysis, assessment, monitoring of: - environmental impact of other Community policies - legislation on protection of nature, environmental conservation - economic instruments (e.g. polluter pays principle), interface between trade and environment, financial assessment of environmental protection policies - legal aspects of implementation of Community poli - civil protection, environmental emergencies - radiation protection - nuclear safety, including in Central and Eastern Europe and CIS - award of eco-label - biotechnological risks - control of chemicals - management of industrial hazards - general aspects of waste policy - air quality - climate change, protection of forest - water quality and water pollution |
| <p>LIFE— Nature protection 1997-1999 approx. 50 MECU per year DG XI /D.2 Mr B. Julien Tel. 295 6133 Fax 296 9556</p> | <p>all regions in EU with flora and fauna to safeguard</p> | <p>protection of endangered flora and fauna species</p> | <ul style="list-style-type: none"> - research - training - project management |

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| <p>Global environment— Pilot operations B7-8110 for 1995 (see OJ C201 of 23.07.1994 and C25 of 31.01.1995; in the framework of the 5th Community programme in environmental policy OJ C138 of 17.05.1993)</p> <p>DG XI /D.4 Mr.P. Hamoir TRMF 1/77 rue de la Loi 200 B-1049 Brussels Tel. 296 3691 Fax 296 9557</p> | <p>external aspects of global environmental policy</p> <ul style="list-style-type: none"> - climate change (use of renewable energy sources) - protection of the ozone layer - maintenance of biodiversity (enhanced use of biogenetic resources in tropical zones) - protection of forests (especially tropical— involvement of local population in their conservation and sustainable management) - relationship between population and environment (energy-related aspects and use of biomass resources, migration towards cities in the Third World) | <p>to prepare, promote or facilitate innovative small-scale projects, as part of the implementation of the 5th Community programme of action in relation to the environment and sustainable development</p> | <p>Field activities, seminars, conferences outside the territory of the EU (but the beneficiary may be situated in a EU Member State).</p> <p>No research or studies; no educational projects targetted at school children students.</p> <p>Funding will normally be limited to 50% of the costs (between 25000 and 100 000 ECU).</p> <p>Projects should have a significant multiplier effect within the Community or in some regions of the world should have the broadest geographical cover, should demonstrate lasting commitment to environmental protection, should follow a multi-sectoral and integrated approach to the environment.</p> |
| <p>INFO 2000 (proposed successor to IMPACT II - Information Policy ACTions) 1996-2000</p> <p>DG XIII/E 100 MECU (proposed) IMPACT Central Office Luxembourg Tel.352-3498 1222 Fax 352-4301 32847</p> | <p>information content supply industry</p> <p>content development in the areas of culture, business and geographic information</p> | <ul style="list-style-type: none"> - to stimulate the development of a European multimedia content industry - to support new electronic information content development - to stimulate and reinforce competitiveness of European suppliers of information services - promote use of advanced information services - improve accessibility of information at the European level in order to increase market transparency and thus - help establish a single market for information services | <ul style="list-style-type: none"> - calls for proposals to support new electronic information content development in culture, business and geography - pilot projects for trading multimedia rights and for exploiting public sector information through directories etc. <p>projects are usually led by enterprises in the private sector, although other organisations (including universities, other HE institutions and reserach centres, may participate</p> |

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| INTEREG II (94-99) 500 MECU DG XVI.A | Cross-border cooperation (objective-1 regions) Particular target groups : the unemployed, women, persons affected by changes connected with the single market | <ul style="list-style-type: none"> - against the isolation of the regions concerned - development of a coherent strategy for the cross-border space concerned | <ul style="list-style-type: none"> - cooperation in the fields of education and culture, including cooperation between higher education establishments, research centres and universities. - support for training and employment |
| Regis II (94-99) 600 MECU DG XVI/A | The most remote, " ultraperipheral " regions (overseas, Madeira etc.) | Professional training : <ul style="list-style-type: none"> - assistance in the creation of self-employed activities and new stable jobs; - training in management, marketing, new technologies; in tourism, the environment; - measures eligible for Job and Adapt Initiatives | |
| Rechar II (94-99) 400 MECU DG XVI/A | Coal-mining or lignite-mining areas (objective 1, 2 and 5b) | Economic adaptation of the areas most affected by the decline of the coal industry ; promotion of new activities, in particular those of SMEs | <ul style="list-style-type: none"> - assistance in training and employment, especially for SMEs |
| Resider II (94-99) 500 MECU DG XVI/A | Iron and steel basins (objectives 1, 2 and 5b) | Speeding up the adaptation of the areas concerned by giving priority to the environment, to new economic activities and to human resources | <ul style="list-style-type: none"> - assistance in training and employment, especially for SMEs |
| Konver (93-97) 500 MECU DG XVI/A | Regions weakened by the decline of military industries and plants | Economic diversification of such areas, more particularly through the adaptation of economic activities | <ul style="list-style-type: none"> - advice in improving know-how in companies : quality control, marketing etc. - links between research and enterprises - training of the personnel of enterprises and services enterprises |
| Retex (92-97) 500 MECU DG XVI/A | Areas heavily dependent on the textile-clothing sector (objective 1, 2 and 5b), five new German Länder | Economic diversification ; Facilitating the adaptation of viable enterprises from all industrial sectors | <ul style="list-style-type: none"> - advice in improving know-how in companies: quality control, marketing etc. - links between research and enterprises - training of the personnel of enterprises and services enterprises |
| PME (SME)(94-99) 1000 MECU DG XVI/A | Small and medium enterprises | <ul style="list-style-type: none"> - adaptation of SMEs to internal market constraints and the globalization of economies ; - strengthening technological potential | Strengthening of cooperation between research centres, technology transfer centres, training centres and SMEs for R&D purposes |

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| Urban (94-99) 600 MECU DG XVI/A | Urban districts in crisis (objective 1) | - economic and social revitalization, - renovation of infrastructures and equipment ; | - projects of a demonstrative nature allowing local capacity to solve problems to be increased, including exchange of experience and interurban cooperation |
| PESCA (1994-99) 250 MECU DG XIV/ D.1 Monique Paria Tel. 295.31.88 Fax 296.30.33 | Areas dependent on fishing | - contributing to the diversification of the regions concerned - job creation | - transfer of technology - training in marketing and new technologies - retraining or improvement of the professional skills of seamen |

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| STRUCTURAL FUNDS: - parts of 160 Operational Programmes which belong to one Community Support Frameworks - parts of Single Programming Documents - Community Initiatives - Article 10 initiatives overall: 5000 MECU for RTD activities DG XVI | research and technological development, training and education in EU regions that fall under one of the objectives of the European Structural Policy e.g. education, training and research activities in: Single Programming Document for Northern Ireland Operational Programme for Industry for Ireland Single Programming Document for France, objective 1 and 2 regions | | |
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| <p>ALTENER (Council Decision of 13 September 1993 no.93/500/EEC) 40 MECU for 1993-1997 DG XVII / C.2 Ms. M. Perez Latorre Tel. 296.04.37 Fax 295.58.52</p> | <p>renewable energies</p> | <ul style="list-style-type: none"> - 180 million ton reduction of CO2 emissions up to 2005 by - increasing the contribution of renewables from 4% to 8% in 2005 - trebling the production of electricity from renewables - securing for biofuels and market share of 5% of total fuel consumption by motor vehicles | <ul style="list-style-type: none"> - studies, - research - production of educational material - creation of training structures - legal and standardisation measures - extension or creation of educational and assessment infrastructure for renewable energy deployment across the Community - pilot actions proposed by MS - information actions |
| <p>SAVE II (Specific actions for vigorous energy efficiency) 150 MECU for 1996-2000 DG XVII / C.2 Mr. Derek Fee Tel. 296.00.23 Fax 295.58.52</p> | <p>EU Member States, a few activities concerning third countries (CEEC, Mediterranean, Developing Countries etc.)</p> <p>subject areas: industry, buildings, transport</p> <ul style="list-style-type: none"> - energy efficiency legislation and standards - support of MS initiatives for extending or creating infrastructures concerned with energy efficiency - information activities to promote the coordination of national, Community and international efficiency measures <p>cooperation with THERMIE programme which addresses industry</p> | <ul style="list-style-type: none"> - to contribute to the promotion of energy efficiency in the EU in order to - improve energy intensity of final demand - to stabilise CO2 emissions in the year 2000 at the emission level of 1990 | <ul style="list-style-type: none"> - technical evaluations for assessing the data needed for defining energy efficiency technical standards or specifications - pilot actions on energy efficiency in industry, buildings and transport |
| <p>SUPPORT FOR CO-OPERATIVES, MUTUAL SOCIETIES, ASSOCIATIONS AND FOUNDATIONS IN THE COMMUNITY annual budgets usually ca. 2.5 MECU DG XXIII / A.4 Mr. Paul Ramadier Tel. 295.17.72 Fax 296.58.57</p> | <p>organisations in the social economy, i.e. co-operatives, mutual societies, associations and foundations in all EU (organisations from CEEC and Mediterranean countries may participate but not receive funding)</p> | <ul style="list-style-type: none"> - to identify trends in markets, technology, European integration, production systems, capital and market concentration, professionalism, values and social needs - to create a favourable environment and evaluate the impact of EC policies by reducing legal, tax, funding and cultural/attitudinal constraints on enterprises, by examining EU legislation and preparing social economy organisations to use it and by studying the conditions favouring transnational co-operation - to encourage R&D by co-operatives, associations etc. and to create access to advanced management and organ. systems | <ul style="list-style-type: none"> - transfer national / regional experiments and pilot intermediary services for social economy SMEs - disseminate social innovation - drafting, monitoring, assessing the Structural Funds - develop a methodology for presenting the social economy coherently, especially by researching non-commercial activities - pilot training programmes based on needs of member-managed firms |

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| <p>COOPERATION BETWEEN CRAFT FIRMS AND SMALL ENTERPRISES DG XXIII / B.3</p> | <p>research in the field of craft</p> | <ul style="list-style-type: none"> - improve framework conditions for SME and crafts - to support transborder cooperation in the field of crafts | <ul style="list-style-type: none"> - organisation of conferences - exchange of reserach results on craft in Europe - studies - seminars - evaluations |
| <p>CONSUMER POLICY AND CONSUMER HEALTH PROTECTION</p> <p>DG XXIV / A.1 Ms. C. Specht Tel. 295.79.84 Fax 299.18.57</p> <p>Financial Assistance to external organisations</p> | <p>European and national consumer associations (in-house education departments) and other interested partners (educational institutions, commercial organisations)</p> | <p>Information and education of consumers on themes relating to consumer protection (safety of goods, foodstuff and services, information society, sustainable consumption) and promotion of their economical interests</p> | <ul style="list-style-type: none"> - actions and pilot projects aiming at the promotion and protection of consumer interests in the framewor of regular call for proposals -studies - meetings of experts, conferences, congresses |

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| <p>STUDIES ALL DGS</p> | <p>HEIs, private experts, research institutes, consultancies</p> <p>target areas would correspond to the specialisation of each unit</p> <p>studies opportunities exist in any directorate, often in several units; they were specifically mentioned by</p> <p>DG II / D.4 economic and financial affairs/ monetary matters, internal aspects of monetary union (Tel. 299 3370)</p> <p>DG IV / 01 economic competition (Tel. 295 7206)</p> <p>DG V / B.5 industrial and societal change, impact of new technologies on society, employment (Fax 296 9771)</p> <p>DG VI / A.3 situation of agricultural holdings (calls for tender through EC- Farm Accountancy Data Network; Tel. 295 5987)</p> <p>DG VI / A.5 agriculture (Tel. 296 2407)</p> <p>DG X / A.2 public opinion monitoring (Tel. 299 9172)</p> <p>DG XII / A.2 EC-supported research and technological development (Tel. 295 0067)</p> <p>DG XIII / A.3 Telecommunication and Postal Services (Tel. 296 8222)</p> <p>DG XIV / D.1 fishing industry, transformation of the fishing industry sector (Tel. 295 3188, Fax 296 3033)</p> <p>DG XVI / A.1 regional policies, urban issues, spatial planning (Tel. 295 7101, Fax 296 2568)</p> <p>DG XXIII / B.3 evaluation of pilot project "vocational training of youngsters from remote EU-regions in Germany"</p> <p>DG XXIV / 1 Consumer Protection (Tel. 296 5932, Fax 296 4272)</p> | | <p>evaluation studies, prospective studies, small research projects,</p> <p>usual procedures:</p> <p>a direct offer for studies below 10000 ECU;</p> <p>a restricted call for tender to at least 3 organisations for studies with a cost below 100 000 ECU (with an internal control inside the Commission by DG XX studies exceeding 42 000 ECU), in order to be eligible for the restricted call for tenders research organisations/ HEIs should be on the list that DG XVI has for this purpose;</p> <p>open call for tenders published in the Official Journal for studies above 100 000 ECU</p> |
| <p>TECHNICAL ASSISTANCE / CONSULTANCY</p> | <p>target areas would correspond to the specialisation of each unit</p> <p>TA opportunities could exist in any directorate, even in several units; they were specifically mentioned by</p> <p>DG XI / C.2 environment, nuclear safety, civil protection and</p> <p>DG XII / A.5 management of specific RTD programmes</p> | | <p>Open call for tenders published in the Official Journal</p> |

A N N E X

A COMPLEMENTARITY APPROACH TO PROGRAMMES

- 1.** INVENTORY OF PROGRAMMES AND OTHER INITIATIVES TARGETING THE HIGHER EDUCATION SECTOR.
- 2.** EC INITIATIVES WHICH DO NOT TARGET THE HIGHER EDUCATION SECTOR AS SUCH.
- 3.** STRUCTURAL FUNDS.