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**REPORT FROM THE COMMISSION**

**COMETT PROGRAMME**

**REPORT OF 1994 ACTIVITIES**

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## EXECUTIVE SUMMARY

COMETT I, the Community action programme for Education and Training for Technology, was adopted by the Council Decision 86/365/EEC of 24 July 1986. Following a preparatory year in 1986, the operational phase of the COMETT I programme was for three years (1987-1989).

The second stage of the programme - COMETT II - for the period 1990 - 1994, was adopted by the Council in December 1988 (Decision 89/27/EEC) and came into operation on 1 January 1990. COMETT II aims to reinforce training in technology (particularly advanced technology), the development of highly skilled human resources and the competitiveness of European industry. COMETT II is not simply an extension of COMETT I but a development, a deepening and broadening of the scheme. The Decision re-emphasises COMETT's role as a Community programme for advanced training for technology and its applications but places increased stress on changing skill requirements and regional needs.

With the beginning of this second phase and in accordance with the Council Decision of 22 May 1989, universities and enterprises of the Member States of EFTA (European Free Trade Association) can take part in the COMETT Programme.

The estimated amount for COMETT II for the period 1990 - 1994 is 200 MECU; in addition, there is the contribution of the EFTA countries for this period amounting to 30 MECU.

The last Call for Applications of the COMETT programme was launched. Restricted to UETPs, project proposals were invited for Strand Ba (student placements), Strand Bc (personnel exchanges), Strand Ca (short courses), and Strand D (complementary measures). Some 192 COMETT UETPs submitted proposals for a total of 596 joint European training projects. Demand for transnational student placements exceeded supply five times with UETPs proposing 33,700 student placements for an estimated allocation of 6,700 placements. 327 transnational personnel exchanges were requested. Some 1,631 proposals for short training courses were received, representing almost three times the 1994 short course allocation. Technology sectors most in demand were the environment (81 proposals), data processing (65 proposals), and telecommunications (47 proposals).

As COMETT II drew to an end, the final evaluation of the programme got under way. Rather than focus exclusively on whether the programme has reached its objectives, the evaluation will consider how results have been achieved, what the benefits of university - enterprise cooperation are, and in which contexts such cooperation is successful. The objective of the exercise is for all European organisations - from the Commission to national governments, to universities and enterprises across Europe - to benefit from the experience of the COMETT programme so they can apply the lessons learned to future programmes and activities. University - enterprise cooperation remains a key strategy for the future development of the European Union and it is hoped that the achievements of transnational university - enterprise cooperation will be made available to a broad European audience.

The evaluation will be structured along two axes. On a basic level, a number of technical reports will analyse the development of the programme according to its four Strands. Based on the final reports of promoters, the technical reports are being produced by DG XXII with the assistance of the Technical Assistance Office. A number of horizontal issues are also being analysed to evaluate COMETT's contribution to the broader context of European policy and development in education and training. To ensure that the reports reflect day-to-day reality, they are mainly being produced by external contributors.

The common element in the evaluation exercise is the current state-of-the-art of university - enterprise cooperation in Europe. This theme, which lies at the heart of the COMETT programme, will be analysed from a wide variety of perspectives reflecting the different ways in which COMETT promoters supported by DG XXII and national governments have sought to apply, develop and add value to university - enterprise cooperation over the five years of the programme. Major issues include

the programme's contribution to networking, continuing education, training and skills needs, mobility, and impact on industry, particularly SMEs.

A preliminary account of the evaluation was presented at the COMETT conference in Bonn, December 12 - 13 1994 and DG XXII plans to publish the reports in Spring 1995.

In conjunction with the German Presidency and with the support of DG XXII, the last conference of the COMETT programme took place in Bonn, December 12 - 13 1994. Entitled *COMETT - evaluation and lessons for the future*, the conference attracted some 350 delegates. While the conference drew on the experience of the COMETT programme, the focus was very much on building towards the future.

COMETT shared a stand with FORCE at *Qualifikationsmesse 94*, the first vocational training fair held in Hannover. Four COMETT projects and four FORCE projects displayed the outputs of their training projects to an audience which included industry, universities, researchers, etc.

## I. BACKGROUND : THE ORIGINS AND OBJECTIVES OF THE COMETT PROGRAMME

The COMETT programme is unique in the Community as the only transnational programme in training for technology through university-industry cooperation. In order to strengthen the relation between higher education and economic life, COMETT supports a broad range of activities, all of which are related to technological change and development. These different activities of cooperation are deeply complementary, constituting a common pattern of institutional cooperation for technological development. COMETT's main objective is the development of networks and partnerships allowing the transfer and exchange of experience, knowledge and know-how and in the context of university-enterprise cooperation.

COMETT stands for COMMunity programme for Education and Training in Technology. The programme was designed to develop university - industry cooperation in the area of technology training (both initial and continuing training).

The first phase of the programme was established by the Council Decision 86/365/EEC of 24 July 1986. Following a preparatory year, COMETT I ran for three operational years, from 1987 - 89. The second stage of COMETT, for the period 1990 - 94, was adopted by the Council in December 1988 (Decision 89/27/EEC). COMETT II came into operation on 1 January 1990.

With the beginning of this second phase and in accordance with the Council Decision of 22 May 1989, universities and enterprises of the Member States of EFTA (European Free Trade Association of Austria, Finland, Iceland, Norway, Sweden, Switzerland and Liechtenstein) were entitled to take part in the programme.

### COMETT in 1994

- more than 7,800 transnational student placements were supported by COMETT in 1994
- 250 personnel exchanges from universities to industry were funded
- approximately 700 joint training courses were funded
- 175,513 Europeans have benefitted from COMETT technology training courses
- 206,698 hours of technology training have been delivered
- a vast range of training materials have been developed, including videos, CD-I, CD-ROM, audio cassettes, books and slides.

#### 1.1 The objectives of COMETT

The programme aims to reinforce training in technology (particularly advanced technology), the development of highly skilled human resources and the competitiveness of European industry. As such, COMETT represents an important part of the Commission's overall programme in the education and training field. By supporting the development of university-enterprise links on a transnational basis, COMETT assists in the development of systems and mechanisms to identify and provide solutions for the high skill needs of industry in the field of technology. In doing so, COMETT also contributes to the development of social and economic cohesion across the Community. This aim is reinforced by COMETT's contribution in the transfer of technology to the less developed regions.

The specific objectives of COMETT II laid down by Article 3 of the Council Decision of 16 December 1988 are :

- ▶ **The contribution of technology training to economic and social development**  
*'to improve the contribution of, in particular, advanced technology training at the various levels concerned and thus the contribution of training to the economic and social development of the Community';*
  
- ▶ **Joint university-industry efforts**  
*'to foster the joint development of training programmes and the exchange of experience, and also the optimum use of training resources at Community level, notably through the creation of transnational sectoral and regional networks of, in particular, advanced technology training projects';*
  
- ▶ **The training needs of small and medium-sized firms**  
*'to respond to the specific skill requirements of small and medium sized businesses having regard to specific priority measures';*
  
- ▶ **Equal training opportunities for men and women**  
*'to promote equal opportunities for men and women in initial and continuing training in, in particular, advanced technology';*
  
- ▶ **Promoting the European dimension**  
*'to give a European dimension to cooperation between universities and industry in initial and continuing training relating to technologies and their applications and transfer'.*

## II. THE COMETT PROGRAMME - CHARACTERISTICS, DEVELOPMENT AND RESULTS IN 1994

### 2.1 The operational components

The primary objective of the COMETT programme is to develop university - industry cooperation in the area of technology training. To achieve this, the programme focuses on four main areas of activities, each of which constitutes a *Strand* within the programme as a whole.

The COMETT programme centres on the following areas of activity:

- European network of university - enterprise training partnerships (Strand A)
- Transnational student placements and personnel exchanges (Strand B)
- Short training courses and training materials (Strand C)
- Complementary measures (Strand D).

### 2.2 European network of University Enterprise Training Partnerships (Strand A)

University Enterprise Training Partnerships (UETPs) are the backbone of the COMETT programme. Acting as 'interfaces' between the academic world and industry, UETPs analyse the training needs of a given region or technology sector. Working in close cooperation with each other, UETPs provide specialised information services and organise student placements. They can identify the best available skills in Europe in a particular subject area and organise training projects tailored to specific needs. By bringing together universities, enterprises, research organisations, institutions and end users, COMETT UETPs provide an ideal platform for closer cooperation. Since the beginning of COMETT II, in 1990, they have organised over 20,000 student placements in industry, and approximately 500 personnel exchanges. More than 100,000 people have benefitted from COMETT-supported training.

COMETT contributed to the creation of 205 UETPs in 19 countries throughout Europe. UETPs may be *regional* or *sectoral* in nature.

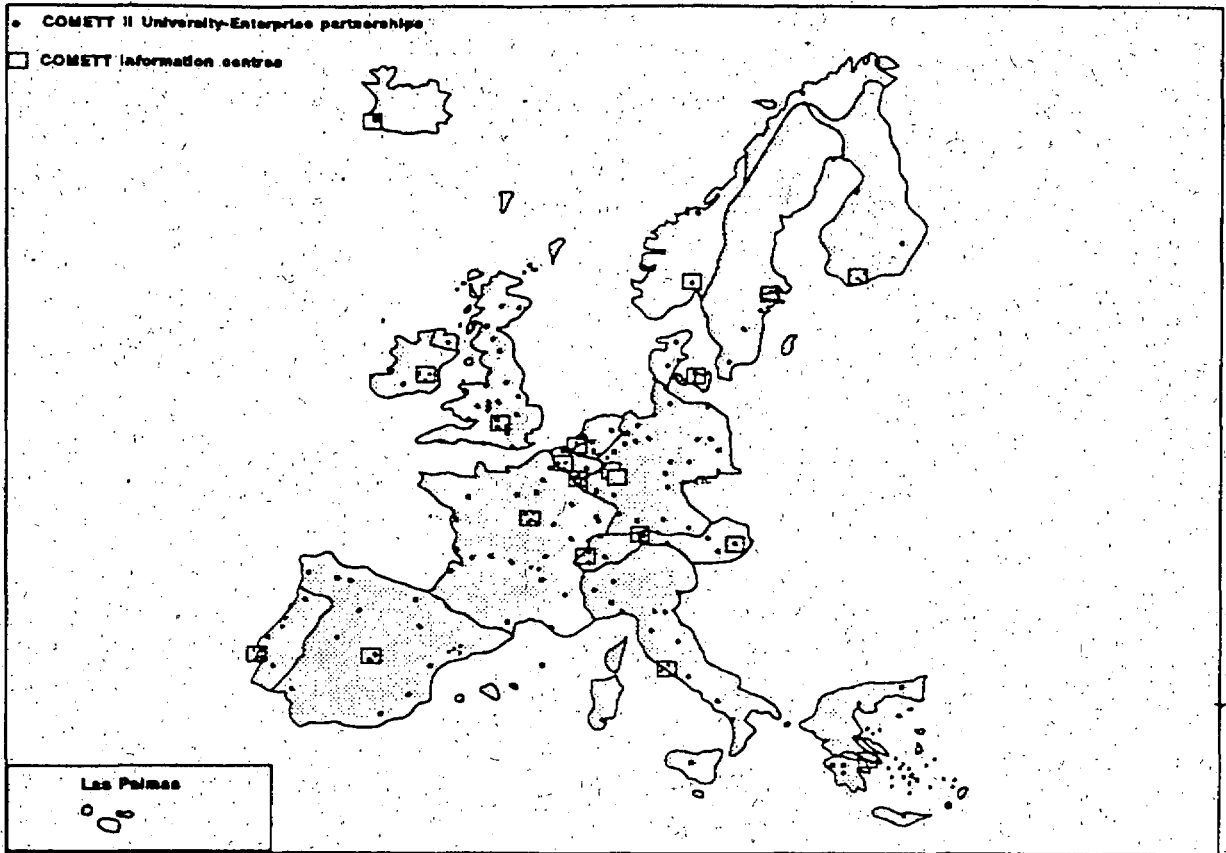
*Regional UETPs* bring together groups of universities and enterprises in joint training projects within a specific geographic area under the auspices of public or private authorities. Regional UETPs can have a significant impact on training in their regions and cover the greater part of the Community and EFTA countries. More than two thirds of Europe's regions have a regional UETP under COMETT II.

*Sectoral UETPs* bring together universities, enterprises and other associations, on a transnational basis, within a specific industry or technology sector to improve training in that field. The sectoral UETPs accepted under COMETT II span a broad range of technology sectors.

#### *Developments and results in 1994*

2.2.1 The 1994 Call for Applications was restricted to UETPs and no fewer than 596 applications were submitted i.e. UETPs applied for 33,700 student placements, 327 personnel exchanges and 1,631 short courses. In all, 84% of the proposals were submitted by EC Member States and 16% by EFTA countries. The total budget requested was 163 MECU, over five times the budget available.

2.2.2 Of the projects submitted by UETPs in 1994, 588 were selected for COMETT funding covering 7,835 student placements, 253 personnel exchanges and 675 short training courses.



The geographic coverage of COMETT UETPs in 1994

### 2.3 Transnational exchanges (Strand B)

The grants for transnational exchanges fall into two categories:

- ▶ **Student placements:** COMETT provides grants to students and recent graduates to complement their coursework with high-quality work experience relevant to their field of study. Participants carry out an industrial placement in a company in another Member State or EFTA country and the training period lasts from between 3 and 12 months (Strand Ba).
- ▶ **Exchange of personnel:** These grants provide fellowships (2-12 months) for personnel seconded from universities to industry or vice versa in another Member State or EFTA country to bring their skills to the host organisation (Strand Bc).

Transnational exchanges of students and personnel are a major activity developed by the UETPs. Over the years the interest in this Strand has steadily increased. As the results clearly show, it is not only the students who benefit from these exchanges. As far as students are concerned, the benefits include a travel grant, living expenses, language training plus the chance to match academic interests with real company needs leading to improved job opportunities. The host company gains an extra staff member with specific technical skills, access to innovation as well as links to a network of European partners for R&D cooperation.



► *Developments and results in 1994*

- 2.3.1 In 1994 COMETT accepted 176 Strand Ba projects. These projects provided grants for 7,835 student placements (compared to 7,700 placements in 1993 and 6,900 in 1992).
- 2.3.2 Of the 95 projects submitted for personnel exchanges, COMETT selected 92 projects with which 253 exchanges of staff will be organised.
- 2.3.3 1989 saw the beginning of the 'Pool' system. Under this scheme, COMETT university - enterprise training partnerships receive from the Commission a 'pool' of student placement grants which can be allocated flexibly over the ensuing academic year to students undertaking a placement in industry in another Member State. Initially designed for student exchanges only, the pools were extended in 1991 to include the organisation of training courses.

Through the pool procedure, UETPs can demonstrate their potential for identifying qualification gaps or industrial training needs. The UETP can advise its partners on the transfer of expertise and knowledge. The great success of the 'Pool' procedure is reflected in the fact that the majority of COMETT UETPs are participating actively in this scheme.

2.4 Joint projects for continuing training in technology and for multimedia and/or distance training (Strand C)

- 2.4.1 The 1993 Call for Applications concentrated only on Short training courses with a European dimension in technology (particularly advanced technology) designed for the rapid dissemination - by and in universities and by and in industry - of research and development results in the field of new technologies and their applications. Short training courses help to promote the transfer of technological innovation to sectors in which it was not previously applied (Strand Ca).
- 2.4.2 Other types of projects falling under this heading are the Joint training projects (Strand Cb) lasting for a period of three years and Pilot Projects (Strand Cc) supported by the Community for a period of three to four years.

► *Developments and results in 1994*

- 2.4.3 COMETT short courses particularly focus on technology transfer involving SMEs. In the 1994 Call for Applications UETPs submitted 182 applications to organise some 1,631 short courses (an average of 9 courses per UETP). The 182 projects accepted under this Strand will enable 675 training courses to be organised.
- 2.4.4 At the beginning of COMETT II, 28 Pilot Projects were selected for their exemplary nature and potential impact on technology training in Europe. These large-scale projects have one or more of the following four characteristics: they address skills and qualification needs in specific technology sectors at European level, they aim to develop close and lasting cooperation between industry and university, they focus on appropriate industrial training programmes for SMEs, finally, they are truly 'transfer projects', in that they focus on the transfer of qualifications, skills, and methodologies. The Pilot Projects are supported by the Community for a period of three to four years to the amount of 500,000 ECU each (at least the same amount is contributed by partners). Some of the projects were funded for three years while others were funded for four. This meant that in 1994, 25 Pilot Projects were still in operation. A list of Pilot Projects is provided in Annex 2.

## 2.5 Complementary measures (Strand D)

This fourth Strand comprises a range of promotion, evaluation and back-up measures. The decision to invite UETPs to submit complementary projects in 1994, as had been done in 1993, was based on technical and strategic objectives:

- **Technical objectives:** these are linked to the fact that the 1990 UETPs were approaching the end of their period of core funding as established in the Council Decision of December 16 1988. It was not possible, therefore, to continue the direct funding of the 1990 UETPs through the European Network strand of the programme, and yet it was strongly felt by the Commission and the COMETT Committee that the UETPs still needed further support. The most appropriate means available was to introduce the option of applications for funding under COMETT Complementary Measures for the 1990 UETPs under the 1993 and 1994 Calls.
- **Strategic objectives:** these are based on several considerations:
  - ▶ substantial socio-economic and technological developments in Europe since COMETT II was originally devised, which have affected the climate for cooperation between higher education and enterprise;
  - ▶ each UETP has developed its own dynamic and prospects and has become a microcosm of university - enterprise cooperation with different specific priorities and needs;
  - ▶ the need to encourage the UETPs to prepare longer term strategies designed to enhance their potential role in the next phase of higher education - enterprise cooperation programmes at Community level in the period 1995 - 99, as well as at national and regional levels.

The eligible UETPs were asked to propose projects which were complementary to the aims of the COMETT programme in general, and which would permit the UETPs to develop and extend their institutional role as interfaces between higher education and enterprise in the specific sectoral and/or regional context in which they work.

UETP strategic models have two dimensions. The first dimension comprises general declarations of UETP values and objectives. These tend to be closely linked to the original goals and activities of the COMETT programme. The second dimension focuses on UETP involvement in initiatives which are substantially different from those of COMETT II. This tendency is common in the more advanced models of UETP strategic planning and where UETPs are clearly working in a range of activities.

It is common for individual UETP strategic models to contain elements from both dimensions. Typically, this would comprise a basic mission statement which focuses on COMETT issues, and a longer term strategic activity plan which includes a number of initiatives which go beyond the objectives of the COMETT programme.

General UETP strategies - UETP missions	
Actions and strategies	Projects
<ul style="list-style-type: none"> <li>• Support for overall COMETT objectives</li> <li>• raise awareness of the COMETT programme</li> <li>• Marketing of UETPs and the COMETT programme; adopt a marketing strategy</li> <li>• facilitating links between higher education institutions and enterprise, their prospective role in issues regarding training for technology, the European dimension, skills needs and the development of innovative training curricula and qualifications, and the contribution they may make to the development of appropriate training tools</li> <li>• consolidation of the UETP network, on both a micro and macro level</li> <li>• evaluation of the impact of the COMETT programme in the region or sector</li> <li>• development of COMETT quality standards</li> <li>• Development of virtuous circles, such as:               <ul style="list-style-type: none"> <li>- marketing uetp services to enterprises to encourage their active involvement in development projects;</li> <li>- carrying out training needs analysis in the enterprises;</li> <li>- offering the necessary training and mobility opportunities to resolve the defined needs;</li> <li>- monitoring follow-up activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compass (DK) conference on personnel exchanges or Batech (I) will study UETP models and practice regarding the training of trainers</li> <li>• Deus (DK) conference on distance learning or the Viking (N) Forum on lifelong learning in industry.</li> <li>• UETP Danube (A) marketing model of cooperation between key actors in the region</li> <li>• Eurobuild (S) and BAP (D) will design a guide to the setting up and management of COMETT-type courses.</li> <li>• UETP BIO M.E.C. (DK) will construct a COMETT stand to be used for promotion of the programme during meetings and trade fairs</li> <li>• TTS (UK) will set up a series of sub-networks in the local region through which the coordination of university-enterprise links may be more efficiently managed</li> <li>• UETP Southern Sweden (S) will set up regional sub-offices within Sweden to 'represent the region better and attract more partners.'</li> <li>• in 1993, Italian UETPs - both sectoral and regional - pooled their projects to develop a national network called Programma Futuro</li> <li>• ADEIT (E) and Action Line (GR) will develop a TQM guide for UETPs</li> <li>• Zuid NL, Artiste will deliver a comparative training needs analysis</li> <li>• Target (UK) intends to carry out training needs analysis in the medical sector as a result of which hospital employees will be given personalised training paths. The UETP would then play a leading role in the organisation of the training activities</li> <li>• UETP Mid West (IRL), an accredited promoter of EU regional development projects, will launch a fee paying service for its clients/partners as they promote EU funded projects.</li> </ul>

► *Developments and results in 1994*

- 2.5.2 A total of 144 UETPs submitted applications for Strand D. Of 207 sub-projects submitted, 170 were successful and were awarded financial support from the Commission. As a result of the selection procedures, contracts for a total of 2,721,650 ECU were issued to UETPs under Strand D.

**2.6. Added value of COMETT**

The COMETT programme has developed a balanced network of cooperation between universities and industry, providing vital links throughout Europe. Many new cooperation axes are now actively contributing to the economic and social well-being of the Community. Numerous exchanges of students and personnel have been organised between countries which had never exchanged students or staff. Without COMETT support and the COMETT UETP network these exchanges would never have taken place. Working towards a better understanding of national concerns in student placements and continuing education, COMETT has contributed towards a deeper integration of the European Community.

In certain countries and regions COMETT has been something of a catalyst in the continuing training market. In others, COMETT has contributed to the enrichment, transparency and quality of advanced technology courses. Without COMETT support, many universities would not have been able to invest in Continuing Education Training (CET) programmes.

COMETT projects provide feedback to local education systems, thereby improving the existing curricula. For many universities, COMETT has been the first experience with a European programme. In addition, COMETT has contributed to reflections and insights on structural and management issues in these institutions.

COMETT has given special attention to regional development through the creation of a very active university-enterprise training partnership network within the Community, and more recently the EFTA countries. The COMETT programme incorporates a significant number of projects specifically designed to transfer knowledge and skills from the more developed areas of the Community to less advantaged regions. While such projects exist in all Strands and sectors, they are particularly important for industries in the less developed regions.

**2.7 COMETT regional profiles**

As part of the final evaluation of the programme, the Commission is preparing an updated series of regional profiles to outline the development of the regional dimension of COMETT throughout the lifespan of the programme.

Describing the major features of the COMETT programme in each region, the profiles seek to identify the impact which the programme has had on these regions of Europe. A total of 121 COMETT regional profiles are being prepared for all 19 countries which participate in the COMETT programme.

**2.8 Budget**

According to Article 4 of the Decision of the Council of 16 December 1988, the budget for COMETT II (1990 - 1994) is 200 MECU; in addition there is the contribution of the EFTA countries amounting to 30 MECU; these two amounts together will cover all the activities financed under the four Strands of the programme.

It is worth noting that each year the budget requested by applications is approximately ten times higher than the budget available, clear evidence of industry's interest in training activities.

A total budget of 29.71 MECU was earmarked for the projects selected in 1994. Funding was shared out as follows: 18.95 MECU for student placements, 1.76 MECU for personnel exchanges, 6.28 MECU for short courses and 2.72 MECU for complementary measures. Taking into account projects selected in earlier years which are still active (10.4 MECU), the European Community granted a budget of 40.11 MECU to technology training within the framework of the COMETT programme in 1994.

**1994 budget, including EFTA countries (MECU)**

	1994 allocation	Allocation for contracts launched in earlier years
UETP support (Strand A)		2.05
Student placements (Strand Ba)	18.95	
Personnel exchanges (Strand Bc)	1.76	
Short courses (Strand Ca)	6.28	
Training materials (Strand Cb)		6.75
Pilot Projects (Strand Cc)		1.6
Complementary measures (Strand D)	2.72	
Total	29.71	10.4

### III. PROGRAMME MANAGEMENT

#### 3.1 1994 selection

In 1994 the Call for Applications was restricted to UETPs financed by the COMETT programme and the selection process was identical to that used in previous years:

- First came the initial assessment of applications by the Commission with the support of the COMETT Technical Assistance Office. All ineligible applications were removed at this early stage (ineligibility, for example, due to the non-transnational nature of the project or the lack of a university - industry partnership), and the ground was prepared for the later stages of the selection process.
- The criteria used for the selection of projects were in accordance with those listed in the Vademecum and Application Package. In line with the programme's objectives, projects must involve university - industry cooperation concerning post-secondary level training in technology and its application.
- The next concern was that of coherence with other Community programmes, both those relating to the Framework Programme of Research and Development as well as those directed towards specific sectors, such as the strategic programme in favour of SMEs. The Community programmes with which COMETT has established close links are DELTA<sup>1</sup>, ERASMUS<sup>2</sup>, FORCE<sup>3</sup>, EUROTECNET<sup>4</sup>, LINGUA<sup>5</sup>, and TEMPUS<sup>6</sup>.
- The projects were then assessed by the COMETT Experts Group, a group of independent experts from universities and industry. The Experts Group met for this purpose on February 14 1994.
- The proposed draft list of accepted projects was submitted to the COMETT Committee and the COMETT EFTA Joint Committees on March 16 1994. In this process, as provided for in the COMETT Decision, specific arrangements were made to permit discussion by the Committee of projects for which a Community contribution of more than 100,000 ECU was proposed.
- Taking into account the opinions expressed by the COMETT Committee and the COMETT EFTA Joint Committees, the Commission decided upon a final list of projects for Community support.

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<sup>1</sup> DELTA - Developing European Learning through Technological Advance. Council Decision 88/417/EEC, OJ No. L 206, 30.7.1988, p.20.

<sup>2</sup> ERASMUS - European Community Action Scheme for the Mobility of University Students, Council Decision 87/327/EEC, OJ No. L 166, 25.6.1987, p.20-24.

<sup>3</sup> FORCE - Community Action Programme for the Development of Continuing Vocational Training in the European Community, 90/267/EEC, OJ No. L 156/1, 21.6.1990.

<sup>4</sup> EUROTECNET - Community wide network of demonstration projects in the field of New Information Technologies and Vocational Training. COM (85) 167 Final.

<sup>5</sup> LINGUA - Community Action Programme to promote Foreign Language Competence in the European Community. Council Decision 89/489/EEC, OJ No. L239/24, 28 July 1989.

<sup>6</sup> TEMPUS - Trans-European mobility scheme for university studies. Council Decision 90/233/EEC, OJ No. L 131/21, 7 May 1990.

### 3.2 COMETT Committee and EC-EFTA Joint Committees

- 3.2.1 The COMETT programme has developed in close collaboration with the COMETT Committee. The role of the Committee is to assist the Commission in the implementation of the COMETT programme. The Committee consists of two representatives from each Member State on the basis of nominations made by the Member States as well as two representatives of the social partners as observers. The Commission chairs the Committee and provides the secretariat.
- 3.2.2 The Commission may consult the Committee on any matter concerning the implementation of the COMETT programme. The Committee delivers opinions, particularly on the general guidelines governing the COMETT programme, the general guidelines for financial assistance to be provided by the Community, the project selection procedure, and any measures which require a Community contribution of more than 100,000 ECU.
- 3.2.3 Since the launch of COMETT II, the EFTA countries have participated in the COMETT programme, and Joint Committees were established between the European Community and each EFTA country.
- 3.2.4 The COMETT Committee met formally on two occasions (16 - 17 March 1994 and 9 November 1994). The EC-EFTA Joint Committees met on 28 April 1993 and 15 July 1993.

A list of the members of the COMETT Committee and the EFTA Joint Committees is given in Annex 4.

### 3.3 COMETT Information Centres

- 3.3.1 To facilitate and promote the dissemination of information about COMETT, national Information Centres were established within each Member State and, from the beginning of COMETT II, also in the EFTA countries. The precise organisational location of each Information Centre and detailed work programme vary from country to country according to individual needs and circumstances. The Information Centres' main tasks are to respond to information queries concerning the COMETT programme, especially on projects led by organisations within their country and to produce information material (brochures, newsletters, etc). The Information Centres put particular emphasis on providing information for enterprises. They also organise information days, workshops and press conferences, to assist with the preparation of new applications and to disseminate COMETT project outputs. Finally, in cooperation with the UETPs, Information Centres provide assistance for COMETT project promoters within their country, including assistance with finding partners and disseminating project outputs from other countries.
- 3.3.2 The Commission provides financial support towards the costs of activities undertaken by the Information Centres. In addition, the Commission supplies various forms of documentation, services and promotional material for use by Information Centres. A list of COMETT Information Centres is given in Annex 5.

### 3.4 COMETT Experts

- 3.4.1 Following the Council Decision, the Commission established the COMETT Experts Group as an additional source of specialist technical advice and expertise. Members of the Group are appointed by the Commission on the basis of their personal

knowledge of a particular technical area or sector related to the work of COMETT. The breadth of membership is such that there is at least one Expert from each participating country, ensuring awareness of the level of technology exploitation in all of these countries. A meeting of the Experts was held on 14 February 1994, the main objective of the meeting being to examine project proposals received by the Commission under the 1994 Call for Applications. Their developing role in project monitoring as well as their technical advice helped to ensure that the Commission was able to select the most appropriate range of projects to achieve COMETT objectives.

#### 3.4.2 Project Advisers

Because of the exemplary nature and large scale of the Pilot Projects (which were accepted in 1990) Project Advisers were assigned to work with every Pilot Project during the lifespan of the project. In this way, a tripartite relationship developed between the project coordinator, the COMETT project officer and the project adviser. The process has proved very beneficial in assuring the good development of the Pilot Projects.

### 3.5 Technical support

- 3.5.1 The Commission is assisted in the operational implementation of the COMETT programme by the COMETT Technical Assistance Office, a non-profit making organisation with which appropriate contractual arrangements have been made.

### 3.6 Collaboration with other Community programmes

- 3.6.1 An important aspect of COMETT is the potential it has for synergy with other Community programmes. COMETT complements the strategic Community approach in R&D and innovation by contributing towards the development of highly qualified manpower necessary for the development, transfer and exploitation of new technologies. Close consultation has been established both in the selection of projects and also the on-going monitoring and development of the COMETT programme. COMETT projects have also established links between organisations active in a number of Commission R&D programmes. There is a close link between COMETT and DELTA in view of the complementary objectives of the two programmes in the field of technology support for education and training.

In 1994, at a practical level, COMETT/DELTA links included cooperation between the two programmes with regard to COMETT Pilot Projects which have close links with current DELTA projects such as, COSTEL (COMETT) and COSYS (DELTA), DEDICATED (both DELTA and COMETT), MTS (DELTA) with ECOAUDIT (COMETT), OSCAR (DELTA) with AERONAUTICS (COMETT) and JANUS (DELTA) with EMBA (COMETT).

Cooperation between Unit E of DG XIII, responsible for Information Market Policy ACTION (IMPACT), DG XXII and UETPs continued in 1994. Following a meeting in September 1993 between representatives of IMPACT, DG XXII and a number of COMETT UETPs, it was agreed that ten UETPs should organise courses in 1994. Aimed at information intermediaries, the courses on the provision of electronic information were attended by representatives from Chambers of Commerce, business associations, regional agencies, trade associations, etc. In 1994 ten courses were held in seven countries (Spain, France, Italy, Greece, UK, Ireland and Germany) and in 1995 courses will be organised in eight countries, including Austria, Finland and Portugal.



- 3.6.2 COMETT complements the activities of the ERASMUS programme as far as the mobility of university students is concerned. It also complements FORCE, the programme for the development of continuing vocational training, and the EUROTECNET programme for basic vocational training for the new information technologies. Links also exist with the LINGUA and TEMPUS programmes.
- 3.6.3 The ERASMUS programme was adopted by the Council in June 1987 to promote inter-university cooperation and in particular to increase substantially the number of university students carrying out a period of integrated study in another Member State. Although there are a number of important differences between the specific aims, objectives and actions of the two programmes, both COMETT and ERASMUS share the common aim of encouraging students to spend periods of recognised education and training in other Member States. The TEMPUS programme, which is designed specifically to promote the development of higher education systems and transeuropean mobility in the countries of Central/Eastern Europe, was adopted on 7 May 1990 by the Council of Ministers: "Close links have been established to ensure coordination of the overall implementation and monitoring of the three programmes."

## IV. EVALUATION

### 4.1 Background to the COMETT II evaluation exercise

As stated in Article 6 of the Council Decision for COMETT II: "By 30 June 1995 the Commission shall submit to the Council, the European Parliament and the Economic and Social Committee a final evaluation report on the experience and results of COMETT II having regard to the programme objectives set and defined in Article 3. To that end, the Commission shall invite the Member States to present a contribution describing the national measures taken to implement COMETT II."

Apart from the legal obligation laid down in the Council Decision, the Commission wishes to carry out a broader evaluation exercise so that current lessons and experience might be drawn upon to manage the future more effectively. A number of the key factors in the creation of COMETT are : (1) the matching of the qualifications offered by the various types of educational system to the skill needs of industry; (2) the need to improve the structure of the technology transfer mechanisms between research and industry to enhance the competitiveness of EU enterprises; and (3) the need to redefine university - industry dialogue mechanisms.

As COMETT II draws to an end, the achievements of the programme will be evaluated. In addition to focusing on what the programme has achieved, the evaluation will also consider how results have been achieved, what benefits have been generated for university - enterprise cooperation, and in which contexts such cooperation is successful. The objective of the exercise is for all European organisations - from the Commission to national authorities, to universities and enterprises across Europe - to benefit from the experience of the COMETT programme so they can apply the lessons learned to future programmes and activities. Although COMETT is coming to an end, university - enterprise cooperation remains a key strategy for the future development of the European Union. The ways in which the COMETT programme and its promoters have successfully met the challenges of creating and perfecting transnational university - enterprise cooperation must be made available to a broad European audience.

The evaluation will be structured along three axes:

- on an institutional level, national authorities will conduct a review of national experience with regard to the impact of the programme within each participating country;
- on a technical level, a number of highly focused reports will analyse the development of the programme according to its four Strands. Based on the final reports of promoters, these technical reports are being produced by the Task Force with the assistance of the Technical Assistance Office.
- from a horizontal perspective, a number of key issues are being analysed to evaluate COMETT's contribution to the broader context of European policy and development in education and training. To ensure that the reports reflect day-to-day reality, they are mainly being produced by external contributors.

### 4.2 Contribution of Member States and EFTA countries

Following discussions in the COMETT Committee concerning Article 6 of the COMETT II Decision, the participating countries have conducted a review of national experience with regard to specific issues concerning more directly the national impact of COMETT and the relationship of COMETT actions to national/regional programmes (past, present and future).

Each participating country has launched and managed its own evaluation. The contents of the national evaluations focus on the following key issues:

- To what extent has the COMETT programme been instrumental in stimulating the debate on university - enterprise collaboration in their country?
- What contribution have regional and sectoral UETP networks made in relation to training and technology issues in each country and its regions?
- Have the mobility actions undertaken through COMETT contributed to innovation in university - enterprise cooperation in each country?
- Has the COMETT programme been responsible for generating innovative models of collaboration in training course development in each country?

#### 4.3 Presentation of other evaluation activities launched by the Commission

Two activities have been launched:

- an internal study, on the basis of the Final Reports submitted by projects;
- an external study, for which a certain number of people are analysing the impact of the COMETT programme on specific themes.

##### 4.3.1 Internal contribution

The Commission, with the support of the Technical Assistance Office, has prepared qualitative and quantitative reports highlighting the development and achievements of each of the Strands of the programme.

These studies rely primarily on analysis of the Final Reports on activities from each Strand which have already been submitted by the project contractors and coordinators for the period 1990 - 1993. Using the information contained in the Final Reports which have been sent to the Technical Assistance Office, the studies also comprise estimated forecasts of the achievements of the programme over the entire 5 years of the programme 1990 - 1994.

The studies aim to identify and discuss the key issues which have developed during the implementation of the projects and to make recommendations based on the experience of COMETT for future programmes which focus on university - enterprise cooperation, partnerships, joint mobility and joint training.

The common structure of the reports is the following:

- Presentation of the objectives of the Strand
- Quantitative analysis of the achievements
- Qualitative analysis of the achievements
- Recommendations for future programmes.

The following reports have been/are being prepared:

*Strand A - Networks and European training partnerships - COMETT UETPs, realities and perspectives*

*Strand B - COMETT Joint Mobility Report*

- *Strand Ba Report - Transnational student placements in European enterprises*
- *Strand Bb Report - Advanced training placements*
- *Strand Bc Report - Transnational personnel exchanges*

### *Strand C - Joint Training Report*

- *Strand Ca Report - Short training courses*
- *Strands Cb and Cc Report - Joint training and pilot projects*

*Strand D Report - Strategies for industry - university cooperation.*

The current COMETT evaluation exercise also comprises a number of studies prepared by the Commission with the support of the Technical Assistance Office which focus on certain key horizontal issues raised by the programme.

#### *SMEs in COMETT*

*A sectoral overview of COMETT*

*Linking R&D and Education - the COMETT experience*

*National Profiles*

*COMETT Statistics*

*COMETT Success Stories*

### **4.3.2 External contributions**

To ensure a full and balanced evaluation of the programme, a number of studies will be carried out by groups of external experts on specific issues regarding the challenges and achievements of the COMETT programme. The following studies have been launched:

- *Creating and developing successful university-enterprise partnerships.*
- *University - enterprise cooperation and the development of new approaches to Continuing Education and Training (CET)*
- *Manual of Good Practice in analyses to detect and monitor skills needs and shortages.*
- *Joint Cooperation COMETT IMPACT*
- *COMETT Mobility - its organisation, obstacles and solutions*
- *Sectoral Study - Aeronautics*
- *Impact of COMETT on SMEs*
- *Regional Impact of the COMETT programme*

The above-mentioned evaluation documents will be completed by spring 1995.

### **4.4 Conferences**

#### **4.4.1 Qualifikationsmesse, Hannover, September 27 - 30 1994**

The COMETT and FORCE programmes shared a stand at the first ever vocational training fair held in Hannover September 27 - 30 1994. In total, eight training projects exhibited their outputs, four from COMETT and four from FORCE. The technology areas represented by the COMETT projects were printing technology; open and distance learning; production, planning and control systems; and quality assurance in medical technology.

#### **4.4.2. COMETT - evaluation and lessons for the future, Bonn, December 12 - 13 1994**

Organised by the Commission and the German Presidency, the last conference of the COMETT programme attracted some 350 participants. Entitled *COMETT - evaluation and lessons for the future*, the conference focused on the past, present and future of industry - university cooperation in Europe. Throughout the two-day conference delegates considered the contribution COMETT has made to industry - university

collaboration, transnational cooperation, mobility, technology transfer, and continuing education and training in Europe.

## V. CONCLUSION

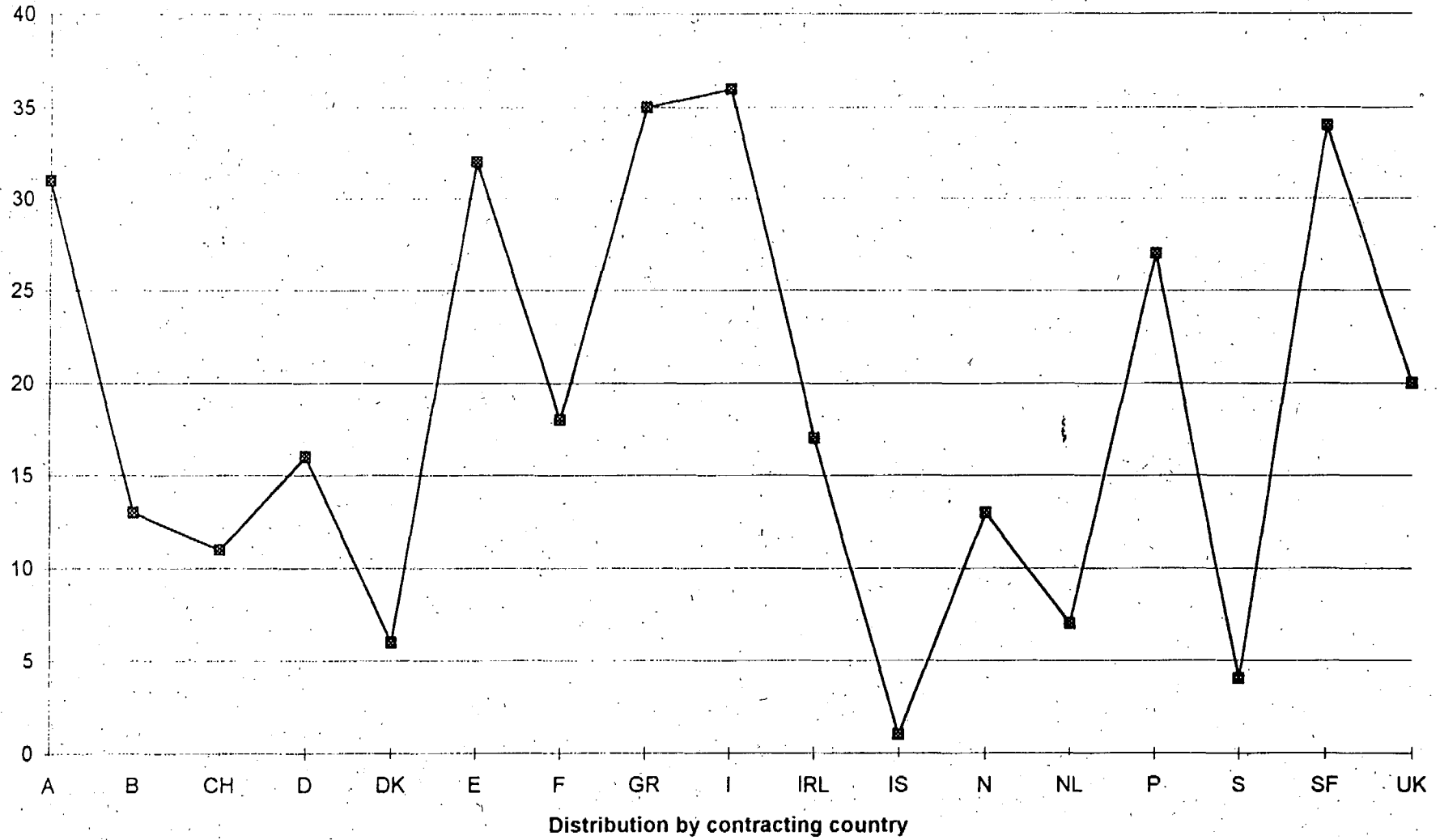
In its last year of operation, the programme has consolidated its extensive network of university-industry cooperation providing vital links throughout Europe. COMETT has continued to contribute to the enrichment, transparency and quality of advanced technology training. In 1994 COMETT UETPs have been actively engaged in preparing for the new Community programmes in education and training and should be well placed to participate fully in the next generation of Community initiatives.

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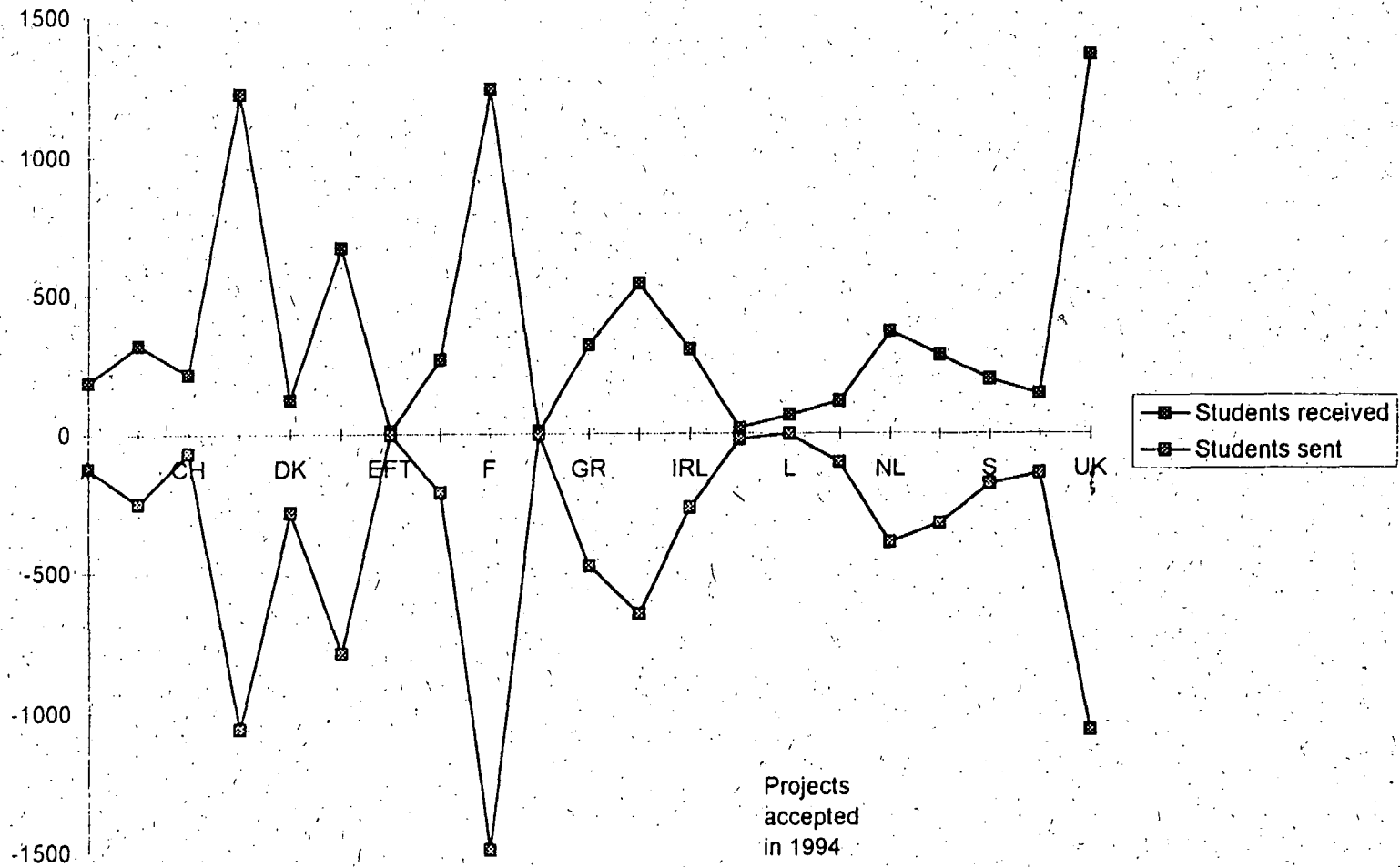
## **ANNEX 1**

### **Statistical overview**

### Breakdown of staff exchanges accepted in 1994

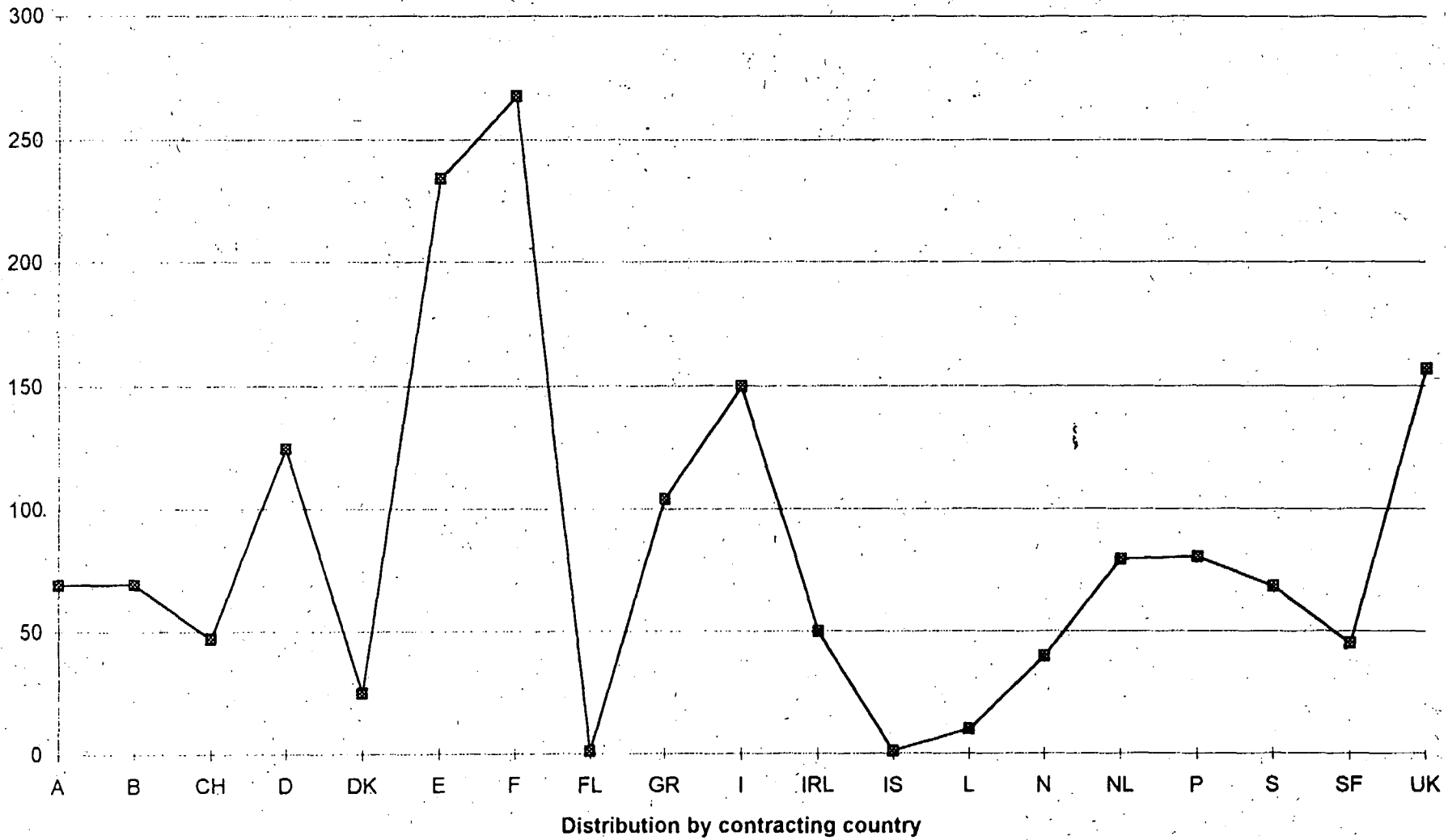


### Transnational flows of students

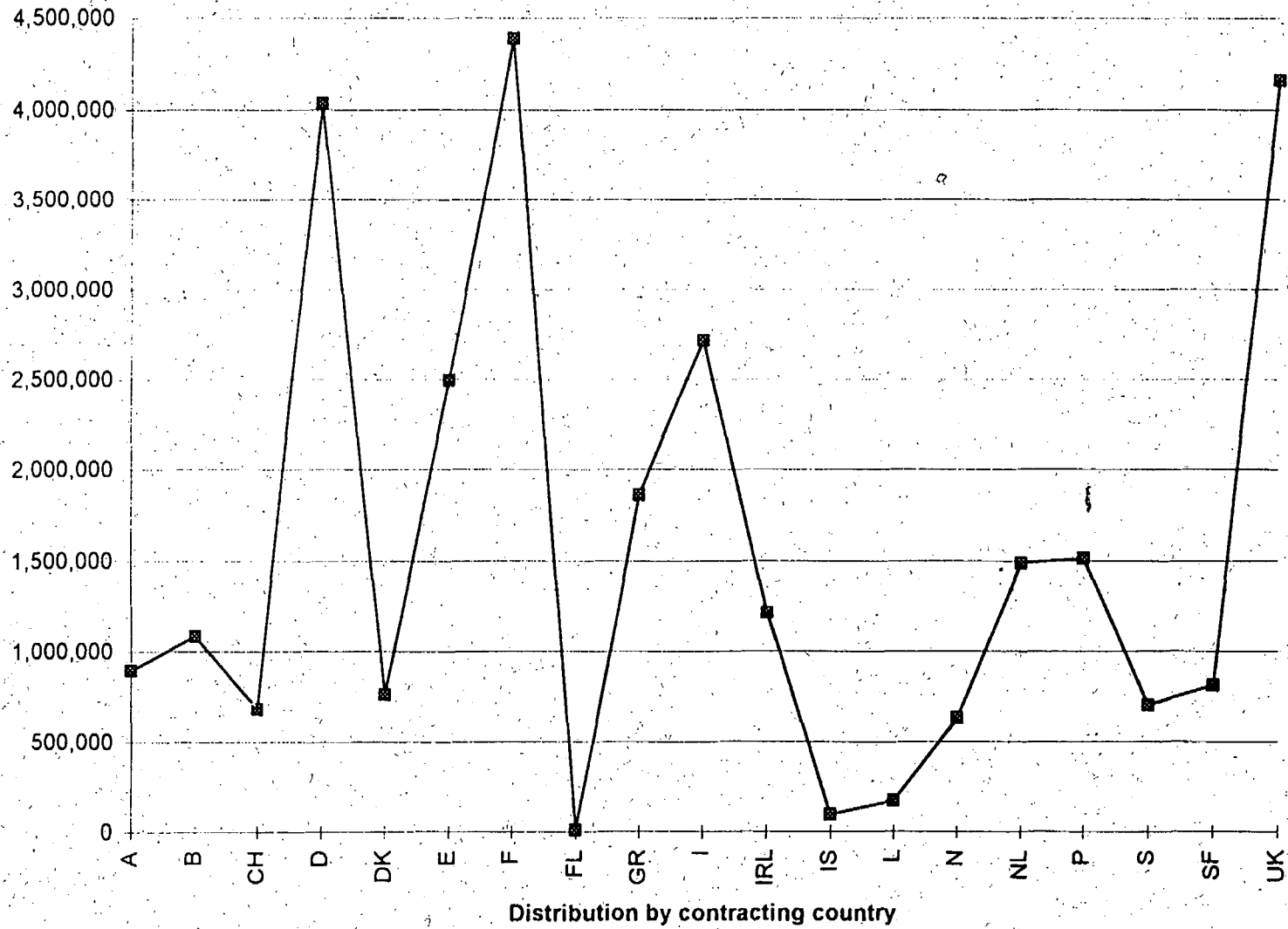




Number of Ca courses accepted in 1994

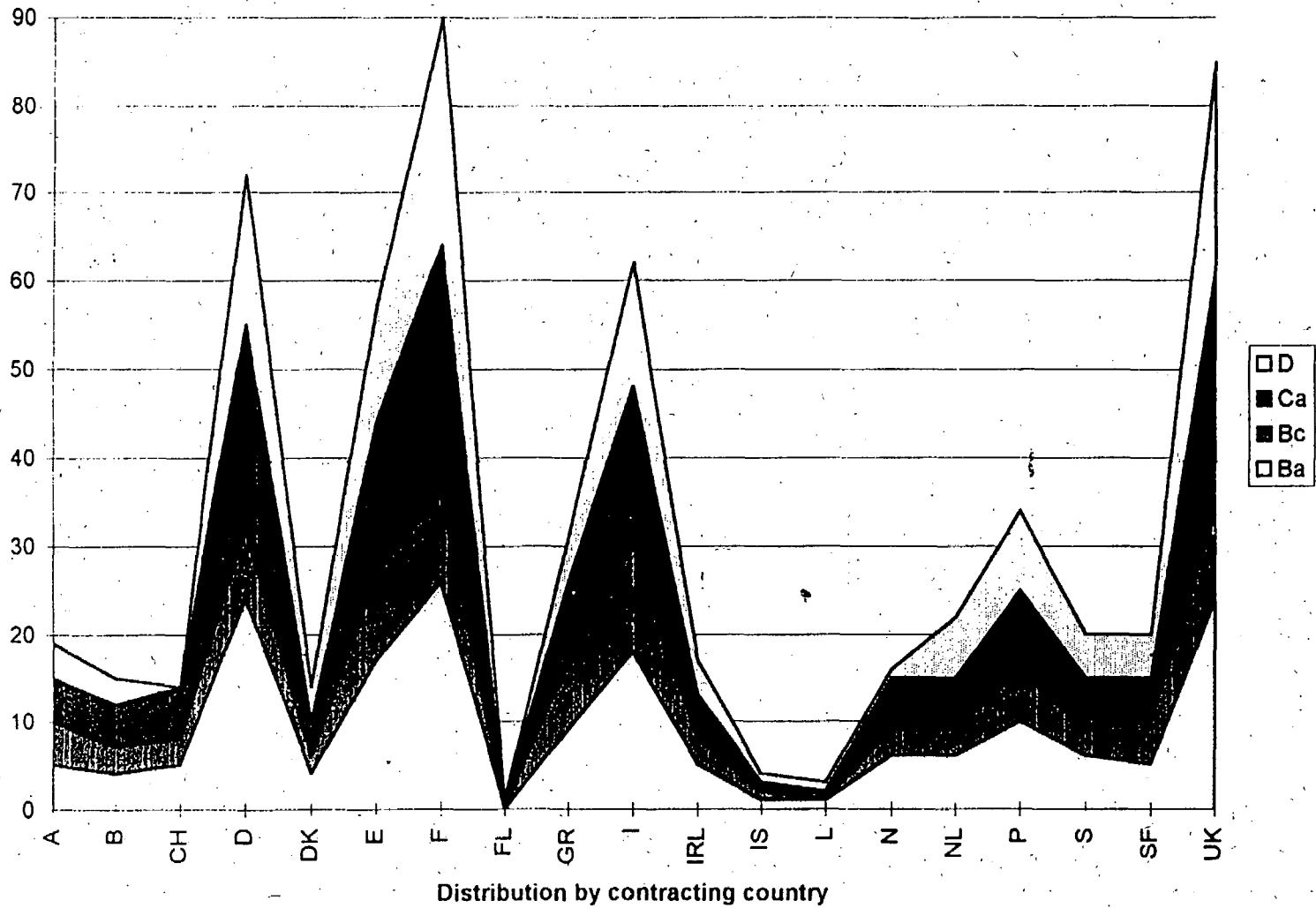


### Breakdown of budget allocated to projects accepted in 1994

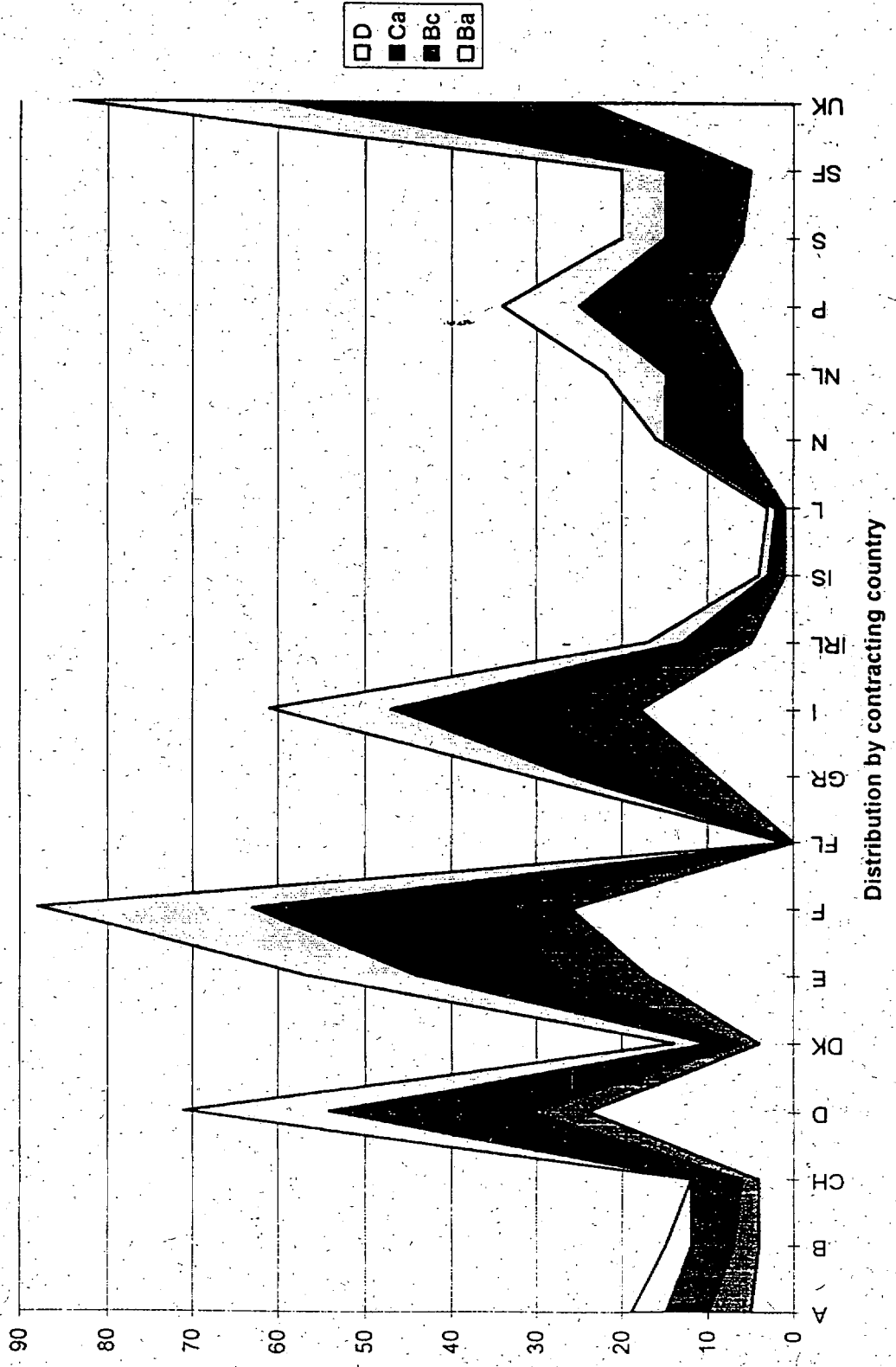


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### Number of projects submitted in 1994



Number of projects accepted in 1994



**ANNEX 2**

**COMETT Pilot Projects**

## COMETT Pilot Projects

**EUROFORM - Centre européen de didactique du secteur microélectronique et des technologies associées. (F)**

The purpose of this project is to create a European centre for education in microelectronics and related technologies, consisting of a resource centre, an education centre for training and a data bank on courses available throughout Europe.

**AMADIS - Development of advanced training activities and educational software in computational engineering. (E)**

The objective of this project is to improve the level of instruction and training of European engineers, students and academic staff, in the theory and application of computational mechanics for the solution of engineering problems.

**ATLANTICA. (F)**

The principal aim of this project is the development of training methodologies for the European Atlantic regions, on the basis of transnational cooperation in adapted technology training, productivity and diffusion mechanisms.

**BIT - Biotechnology in Training. (UK)**

This project aims at developing and harmonising education and training in the field of biotechnology, through laboratory-based short courses and complementary multi-media distance learning.

**IN#TEL#EC - INtegrated TELecomunications training for the European Community. (P)**

The goal of this project is to meet skill and training deficits for telecommunication technicians through multimedia training modules, and devise and publish a European syllabus for the establishment of common standards for training.

**APECE - Advanced production Engineering Continued Education. (N)**

The objective is to develop and disseminate a continuing education programme for distance learning in production engineering for the mechanical and electrotechnical industry, using modular courses.

**ESDEP - European Steel Design Education Programme. (UK)**

This project will result in a complete, flexible and cost effective programme of educational material for the training of students and retraining of existing engineers in steel design and construction.

**QAMT - Qualitätssicherung Medizintechnik. (D)**

To meet the demands in the quality assurance in the field of medical technology, this project will elaborate education and qualification courses and materials. It hopes to establish a large network of university-industry cooperation.

**ESAVS - European school for postgraduate veterinary training and continuing education. (D)**

The main objective of this project is to create postgraduate courses, including distance learning systems, leading to Europe-wide accredited diplomas in all fields of advanced veterinary science.

**EMBA - Management of technology in a European environment. (NL)**

The goal of this project is to establish a European network for the production, distribution and delivery of distance learning course modules dealing with the management of technology in a European environment.

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**[REDACTED]**

**BIOMERIT - Increased innovation and industrial development in the European agro-food sector through biotechnology exploitation. (IRL)**

This project will provide training in agro-food biotechnology in the areas of Biomolecular Engineering and Bioprocessing. It develops methods for the identification of spoilage pathogenic microorganisms in food systems.

**EUROPIC (NL)**

The project deals with the European development of postsecondary training of students and trainers in Integrated Circuit fabrication techniques. The developed material will be exploited by the training institutes and the IC-industry.

**EUROHOT - Design, development, evaluation and dissemination of an open, flexible, distance learning scheme of advanced technical training for the European highway construction and maintenance industry. (IRL)**

The objective of this project is to economically deliver, through self-extension, an open, flexible multimedia scheme of advanced technical training for the European highway construction and maintenance industry.

**TRITON (GR)**

This project develops training material and courses on the technology for environmental protection in water resources management.

**EMOT - European masters programme in management of technology. (UK)**

This project is concerned with the development, marketing and dissemination of post-graduate distance learning modules in technology. The modules are part of a masters degree for students, managers and qualified trainers.

**AMES - Advanced Microelectronics Educational Service. (B)**

This project will create a structure using courses, software and satellite broadcast, for the training of designers of digital microelectronic circuits and systems for particular specialised applications (ASIC).

**AGRO-BIOTECH - Applications of biotechnology in agriculture and agro-food industrie. (GR)**

The goal of this project is to create a training infrastructure to help managers, technicians and university graduates to develop a working knowledge of the applications of biotechnology in agriculture and the agro-food industries.

**JESSI - JITT-JESSI Transnational Technology Training. (D)**

The main target of this project is to extend the range of operation of the JESSI-SMI support project to other countries and to maintain European competitiveness in microelectronics.

**TALAT - Training for Aluminium Application Technologies. (D)**

This project aims at devising, developing and testing training material in the field of advanced aluminium application technologies, and at giving the qualifications for European aluminium application experts.

**COSTEL - Course System for TELEcommunication training and innovation management. (DK)**

The aim of this project is to develop and market a course system for training of trainers and computer supported cooperative work with on-line support, concerning the use of computer and telecommunication based solutions for training.

**E.T. - Education in the transport sector E.T. project. (DK)**

The project aims at improving qualifications in the transport sector, by developing and distributing educational courses concerning informatics and telematics relevant for staff in the transport sector.

**EUROMOTOR - Training modules - Innovation in motor vehicle design and manufacture. (UK)**  
To improve the knowledge base of the European motor industry, this project will develop high level collaborative training programmes, using modules and multimedia techniques, in motor vehicle design and manufacture.

**TQC - Total Quality Control in production industry. (S)**  
The purpose of this project is to produce and distribute course modules in total quality control with direct application in management and production for enterprises (especially SMEs).

**EUROCHEMOMETRICS - Chemometrics and qualimetrics for the chemical, pharmaceutical and agroalimentary industry. (B)**  
This project concerns industry-oriented training and transfer of knowledge of chemometrics and qualimetrics techniques, using introduction and integration courses and distance learning and multimedia techniques.

**ECATA - European Consortium in Advanced Training for Aeronautics. (F)**  
This project is concerned with the creation of a structure for advanced education for engineers, to improve cooperation and training abilities and formation skills in management and technical integration in aerospace programmes.

**PALIO - European standard qualification in the design, delivery, marketing and evaluation of multimedia open learning. (I)**  
By using open learning techniques, the PALIO project will implement training actions for professionals involved in the design, management and evaluation of open and distance learning schemes and support systems.

**TOPICE - CEEC advanced courses cycle 1991-1995. (NL)**  
By designing and implementing advanced courses for the development and transfer of technical and managerial skills of civil engineers, this projects increases the efficiency of civil engineering and construction enterprises.





**ANNEX 3**

**COMETT publications 1994**



## COMETT publications 1994

▶ **COMETT Compendium of projects 1993/94 (English and French)**

Providing basic information on all COMETT projects, the structure of the 1993/94 Compendium has been changed. It now devotes one page to each UETP with a brief resumé of activities, contact details, and a list of 1993/94 projects by Strand. An index of 1990 - 92 projects is also included.

▶ **COMETT Report of Activities 1993 - July 1994 (9 languages)**

This document represents the Annual Report referred to by the terms of Article 5 of the Decision of the Council establishing the COMETT programme. The purpose is to formally record an account on the progress made in the implementation of the COMETT programme in 1993.

▶ **Networks and European partnerships - COMETT UETPs : realities and perspectives (3 languages)**

A comprehensive document presented in three parts, the report details UETP activities, the environment in which they operate, and their contribution to university - industry cooperation throughout Europe.

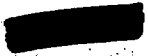
▶ **COMETT Flash (English and French)**

To keep project promoters up to date with COMETT-specific issues, the COMETT Flash was introduced. With the departure of the *COMETT Bulletin* and the arrival of the Commission's *Le Magazine*, the Flash aims to provide operational information and details of conferences, publications, etc. of interest to COMETT promoters.



**ANNEX 4**

**COMETT Committee Members**



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1 December 1994

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**ANNEX 5**

**COMETT Information Centres**

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January 9th 1995

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