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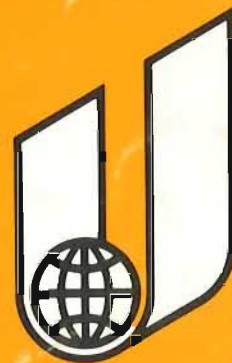
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numero speciale

La mobilità universitaria in Europa

Falcucci / Dolezal e Gieseke /
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This special Universitas issue deals globally with the «Third Conference on Academic Mobility in Europe» (Rome, 23-26 October 1984), promoted by the Council of Europe Standing Conference on University Problems (CC-PU) in collaboration with the Italian Ministry of Education.

Measures to be adopted in order to foster the exchange of professors and researchers, post-graduate training, cooperation with Latin-American countries as a real opportunity to put into effect academic staff mobility, were dealt with during the works of the Conference.

A wide selection of the documents from the Conference, together with the conclusions reached, is here presented.

Questo numero speciale di Universitas è dedicato integralmente alla «Terza Conferenza sulla mobilità universitaria in Europa» (Roma, 23-26 ottobre 1984), promossa dalla Conferenza Permanente per i problemi universitari (CC-PU) del Consiglio d'Europa, in collaborazione con il Ministero della Pubblica Istruzione.

I temi oggetto dei lavori sono stati le misure da adottare per favorire lo scambio di docenti e ricercatori, l'insegnamento post-laurea, la cooperazione con i paesi latino-americani vista come occasione concreta di circolazione del personale universitario.

Viene qui presentata un'ampia selezione dei documenti prodotti per la Conferenza, insieme alle sue conclusioni.

Ce numéro spécial de Universitas est consacré totalement à la «Troisième Conférence sur la mobilité universitaire en Europe» (Rome, 23-26 octobre 1984), organisée par la Conférence Permanente pour les problèmes universitaires (CC-PU) du Conseil de l'Europe en collaboration avec le Ministère Italien de l'Education.

Les thèmes abordés sont les suivants: les mesures qu'il faut adopter pour faciliter l'échange des enseignants et des chercheurs, l'enseignement des diplômés du niveau supérieur, la coopération avec les pays latino-américains vue en tant qu'occasion concrète de circulation du personnel universitaire.

On présente ici une vaste sélection des documents produits par la Conférence de même que ses conclusions.

NUMERO SPECIALE /
Documenti e
conclusioni della Terza
Conferenza sulla
mobilità universitaria
in Europa



Mobility as an instrument of international university cooperation

by Senator Franca Falcucci
the Italian Minister of Education

1. In opening this Third Conference on University Mobility in Europe, I would like first of all to convey the gratitude of the Ministry of Education, and my own personal thanks, to the Council of Europe for having given our country the opportunity to host this important occasion for study and discussion.

I trust that this Conference will prove to be a valuable chance to provide a stimulus for the Italian academic world, which is engaged at the moment in a creative effort to bring about a complex series of reforms (introduced by the Presidential Decree No. 382 of 1980), and especially their international aspects.

2. The subject of the Conference is academic mobility. I would like to offer you a few considerations on this issue, and I want to place them within the framework of the meaning and role of international University cooperation, for this, in my view, is the area where the question of mobility, and under-

takings connected with it, takes on its proper meaning and its fullest significance.

3. I feel it is worth reiterating in this context the idea of the University as a «community which recognises no frontiers». This idea has roots in tradition, but it seems more appropriate than ever today when we are faced with a universe which in terms of science, culture and professional work is more than ever interconnected, and which therefore needs scholars of varying training and background to come together.

It is the international dimension of the University which makes more advanced circulation of ideas possible, and which fosters genuinely critical appreciation of culture, and scholarly research at the highest level.

The University's international vocation, then, appears to be a challenge and a stimulus to overcome a distressingly narrow viewpoint (which seems, alas, to reappear regularly at every moment of economic or

political crisis), and tackle the problems which arise, and decide on the action to be taken from a point of view which is really aimed at the general interest.

4. May I be allowed a personal consideration on this question? I believe that agreement of «what needs to be done» is not enough; it is essential to explain «why it needs to be done» — what we are trying to obtain, in other words, and above all, in what spirit we (and I include myself first of all) tackle the problems which are at present under discussion, and the actions which this Conference may decide upon taking?

It is my conviction that scholarly capacity and theoretical intelligence must be accompanied and sustained by a strong sense of responsibility in the face of an ethical and also political objective — of genuinely common interest: the development of the humanistic, scientific and inventive heritage of our society and our culture.

Here once again we can find a stimulus in looking closely at the university community, because pursuit of this objective has always been a particular element in the university tradition.

5. I have spoken of 'a culture', and of 'more than one society', because I agree profoundly with the conviction — clearly expressed in the first Conference on Academic Mobility which took place in Vienna in 1981 — that «every consideration of the promotion of mobility must take as its basic term of reference the unity of European culture and the multiplicity of the systems of teaching and opportunities for study. (...) This multiplicity should be preserved for the future...in a Europe which is culturally multi-faceted».

We must set aside any idea that collaboration can develop mainly by homogenising our systems. I firmly believe that cooperation is, on the contrary, genuine when it recognises the diversity of the subjects concerned, when it regards that diversity as a good thing, to be esteemed, and is thus capable of growing by means of it.

6. Cooperation, which is the point of reference of any discussion on mobility, and thus is also the basic theme of my speech — is a vital aspect of the University's existence, and at the same time it is the condition for any extension of its activity. The international vocation of the University gives value to the dimension of cooperation; it provides it with meaning and significance. We should not think of it as a contribution to be written off — even when the exchanges and undertakings which it leads to seem not to be taking place on a very equitable plane, there is still, nevertheless, a very important return to be derived from them.

I have already had occasion elsewhere to stress that this return can be measured in terms of a qualitative regeneration and elevation of our Universities, and thus of the whole national system of education.

7. Although cooperation seems to be one of the most important aspects of the life of the international university community it seems to me to be difficult (and also irrelevant in some ways) to try to include the whole diverse activity to which it gives rise, often regulated in varied fashion, within one single and all-embracing definition.

It is more useful, then, to try to understand pragmatically, but surely with some chance of effectiveness, what university cooperation materially consists of, and what concrete ways there are of achieving it.

My opinion is that the activities which characterise university cooperation are above all those of putting into effect projects in the field of research both in science and in the humanities, and in carrying out teaching activities which make a significant contribution to increasing the degree of mobility among university personnel.

8. May I now turn to another aspect of international cooperation: the role which it can play in the context of relations between the developed and developing countries. The Conference will discuss this issue in the next few days, and will study the actual case of inter-university cooperation between Europe and Latin America.

On this subject, I recall that the findings of a recent meeting of the Standing Conference on University Problems of the Council of Europe (CC-PU, Strasbourg, March 1984) stressed that: «European Universities play an increasingly important role in the context of cooperation between Europe and other regions of the world. The Universities are a key institution for the promotion of creative undertakings, of advancement and transmission of knowledge and of know-how».

It seems to me that this makes it clear what the objective of cooperation should be: the attainment of autonomous capacity for scholarly research and technical application, and along with this, the development of human resources.

Autonomous and long-term growth in the developing countries cannot in fact be limited to a mere matter of quantity; it must also be based on the exploitation of human and cultural resources.

9. Turning now to the main theme of this Conference: mobility (and I am referring not only to academic mobility but to mobility in general), I believe that we must be clearly aware of what was stated on the occasion of the Second Conference on Academic Mobility in Europe, in 1982 - «University mobility in Europe is not an end in itself but an instrument for increasing the European policy of cooperation».

I am in complete agreement with this approach to the problem, but I also think it may be useful to set out the objectives of this «European policy of University cooperation» in pursuit of which the mobility of academic personnel is, I believe, a productive instrument.

10. The discussion which is taking place at international level as well as in various national contexts leads me to suggest that these objectives are to be found in the need for policy integration, for free circulation of ideas, and for the fruitful exploitation of cultural diversity.

I take as a point of departure one of the subjects on which this Conference will undoubtedly make an important contribution: mobility between Europe and Latin America.

In my view it is not enough to confine ourselves to pointing to mobility between the European nations as a basis for expanding relations with the Universities in developing countries. In this context, cooperation cannot be a 'one-way' affair; we have to educate ourselves for two-way mobility, from and towards the Universities of the developing countries. This can be an effective stimulus not only for understanding between nations, but also for the renewal and improvement of University teaching itself, and in more general terms of the scholarly and cultural activity which goes on in the European nations.

11. The final aim of all policies concerned with mobility — an ambitious and fascinating objective — is the free circulation of teachers, researchers and students. But there are many obstacles to the pursuit of this objective, and in order to overcome them a plan designed in various stages is needed, to attain genuinely practicable objectives. I think that the Conference can make a fundamental contribution to those who have policy-making responsibilities in this area.

12. However, no plan and no policy has any chance of success if it is not backed up by genuine motivation first of all within the University, as well as at governmental level. The «need for mobility» must arise from and develop within the University itself, and there is no law and no regulation which can impose it. I see the primary task of the university, therefore — starting from its own autonomy and its international vocation — as being to bring this need into existence, by developing motivation towards cooperation among its own personnel, and preparing the way for the spread of initiatives in matters of mobility.

13. It also seems to me that there is not enough correspondence between the growing attention to the subject of mobility — both at international and national level — and the volume of actual undertakings in the matter of mobility which have been put under way in recent years.

The responsibility for this surely lies with us — with politicians who are often tempted to regard cooperation and mobility as a kind of buttonhole decoration which can all too easily be forgotten in times of financial retrenchment.

14. If it is the task of international organisations to create a flexible cadre of technical and juridical experts who are able to produce workable strategies; if it is the task of the universities and their staffs to organise active practicable steps towards mobil-

ity, then it is essential that politicians and civil servants should be convinced of the need to promote and encourage all the possible forms of mobility, above all by removing obstacles and barriers which stand in its way. This includes political, economic and administrative barriers.

15. I believe that the problem of the «obstacles to mobility» cannot be reduced merely to the financial dimension; we have to look for solutions to other aspects of the problem as well. They seem to me to be obstacles of a 'subjective' nature as well as the objective ones — in other words, structural obstacles — I think for example of the difficulties which we have been encountering in Italy, and which academics encounter in the cities where they hold teaching posts in the universities.

«Academic commuting», which arises from this, seems to me a signal and a warning of how difficult it may prove to implant a genuine motivation towards international mobility, when internal mobility is already so problematical.

This is why the policy of motivation and support is so important; it must have an impact upon the personnel and upon the structures. A policy of motivation which will make mobility something different from a kind of 'academic tourism', and which will convince the bureaucracy of our offices that mobility is something distinct from a kind of 'hidden immigration', and should therefore be approached with a different spirit and with different means.

16. The means to be used — I think I have already stated this — are the increased opportunities for mobility and concrete support (not just formal backing) for undertakings which are already under way.

It seems to me that Italy has already made considerable efforts in this direction in recent years — I am thinking, for example, of the path which was opened by the agreement on inter-university cooperation with the Republic of Austria (in effect since 1st Au-

gust 1983) and on inter-university cooperation with France (signed in Paris in 1982, and still waiting for ratification). Both of these provide for the possibility of joint study schemes and exchange of personnel.

New possibilities are offered in terms of mobility by recent legislative measures. I would mention the Presidential Decree No. 382 of 1980 on the «Reorganization of University Teaching», article 17 of which provides for the possibility for teachers to make use of a period of up to two years in every ten for research activities at foreign Universities. I also have in mind the very recent laws (Law No. 476 of 13th August 1984) which modify certain aspects of Decree No. 382, and in particular increase the possibility of making use of study and specialisation scholarships abroad, and remove all tax burdens from scholarships of this kind.

I would like to mention finally the more than 1200 study scholarships which the Ministry of Education opens to competition each year for further study and specialisation at university-level institutes abroad.

17. Many Universities are also making outstanding individual efforts to promote and support mobility and cooperation.

One of the important means which the universities have available to them are direct agreements with universities abroad, drawn up on the basis of written accords, but often without particular formal stipulations.

I believe that these agreements offer unparalleled opportunities for mobility, above all when the creative capacities of the contracting parties are capable of devising expedients which make exchanges possible at substantially reduced cost.

18. I would like to take this opportunity of referring to one other subject, which I know will play a major part in the work of the Conference. I refer to what I consider to be one of the priority issues in mobility-information.

Just because information is in itself one of the basic instruments in promoting and sustain-

ing mobility, the Ministry of Education has decided to carry out an enquiry into what is actually taking place in the Italian universities, financing an investigation into the agreements which have been made on international university cooperation.

One of the products of this work will be the publication of an 'Index' which will, in my view, serve as a «Guidebook to mobility for teachers».

This matter of concern for infor-

mation is the context in which the undertaking to create a «National Centre for Information on Mobility and Degree Equivalence» in Italy should be seen. The objective will be better organization of the links between university personnel and the institutions concerned, both on the internal and the international level.

19. With this undertaking, which I know accords with an explicit

recommendation by the Conference Organisers, I come to the end of my address.

My good wishes for a successful outcome for all the participants in this «Third Conference on Academic Mobility in Europe» are not a mere formality. It is, indeed, in the attaining of positive results from occasions like the present one that our activities as politicians and civil servants can gain both support and renewed vigour.



La mobilità, strumento della cooperazione internazionale dell'Università

L'idea dell'Università come «comunità che si riconosce al di sopra delle frontiere» appare quanto mai attuale di fronte ad un universo scientifico, culturale e professionale sempre più interconnesso, che richiede l'incontro di studiosi di formazione e di provenienze diverse.

La dimensione internazionale dell'Università rende possibile una più avanzata circolazione delle idee, un più alto livello della ricerca scientifica ed una maggiore elaborazione del patrimonio umanistico e scientifico proprio della cultura europea.

Occorre rinunciare però all'idea che la collaborazione possa svilupparsi principalmente attraverso l'omogeneizzazione dei sistemi: la cooperazione è reale quando rispetta le diversità dei soggetti, quando considera queste diversità un bene da valorizzare ed è anzi capace di crescere attraverso di esse.

Le attività che qualificano la cooperazione universitaria sono soprattutto la realizzazione di progetti nel campo della ricerca e la realizzazione di attività didattiche che comportino un incremento significativo della mobilità di personale universitario.

Le università europee giocano un ruolo sempre più importante nella cooperazione con le altre regioni del mondo. Le università

sono una istituzione-chiave per la promozione dell'innovazione creativa, dell'avanzamento, della trasmissione di conoscenze e di know-how.

In rapporto a ciò, l'obiettivo della cooperazione con i paesi in via di sviluppo è il raggiungimento da parte di questi ultimi di una capacità autonoma di ricerca scientifica e di applicazione tecnica, nonché lo sviluppo delle risorse umane.

La mobilità del personale accademico si rivela uno strumento fecondo per perseguire gli obiettivi della «politica europea di cooperazione universitaria». Poiché molti ostacoli si frappongono alla libera circolazione dei docenti, dei ricercatori e degli studenti, va ideato e realizzato un piano fatto di tappe successive e di obiettivi intermedi realmente praticabili.

Il compito delle organizzazioni internazionali è di creare un quadro tecnico-giuridico flessibile, capace di dare vita a strategie applicabili; il compito delle università e del personale universitario è di organizzare una pratica attiva della mobilità. È però necessario che anche i politici e gli amministratori pubblici siano convinti della necessità di promuovere ed incoraggiare tutte le possibili forme di mobilità.

È inoltre importante una politica di motivazione e sostegno,

che renda la mobilità differente da una sorta di «turismo accademico» e che convinca la burocrazia che la mobilità è diversa da una «immigrazione nascosta».

L'Italia ha compiuto negli ultimi anni sforzi importanti a sostegno della mobilità: sono stati stipulati accordi internazionali sulla collaborazione inter-universitaria (con la Francia e l'Austria), è stato istituito l'anno sabbatico per i docenti universitari (con il DPR n. 382/1980) ed ogni anno vengono offerte borse di studio e perfezionamento all'estero per laureati.

Le università hanno inoltre la possibilità di stipulare accordi diretti con partners di paesi esteri. Se i contraenti sono capaci di studiare formule che rendano possibili gli scambi a costi particolarmente ridotti, questi accordi offrono opportunità rilevanti per la mobilità.

L'informazione è uno strumento fondamentale di promozione e sostegno della mobilità; per questo, anche in Italia sarà creato un «Centro Nazionale di Informazione sulla Mobilità Accademica e la Equivalenza dei Titoli», con l'obiettivo di organizzare in modo migliore i collegamenti tra personale universitario ed istituzioni interessate — sia sul piano interno che su quello internazionale.

résumé

La mobilité comme instrument de la coopération internationale de l'Université

La notion d'Université en tant que «communauté allant au-delà des frontières» est d'autant plus vraie aujourd'hui devant l'univers scientifique, culturel et professionnel de plus en plus

relié qui appelle la coopération de savants d'origine et de formation différentes.

C'est la dimension internationale de l'université qui favorise la bonne circulation des idées, un

plus haut niveau de la recherche scientifique et une plus grande élaboration du patrimoine humaniste et scientifique propre à la culture européenne. Il faut, cependant, renoncer à

l'idée que la collaboration pourrait s'établir essentiellement à travers l'homogénéisation des systèmes: la coopération est réelle lorsque elle respecte les diversités entre les individus, lorsque elle considère de telles spécificités comme un bien qui doit être valorisé et elle parvient à s'épanouir à partir d'elles.

Les activités qui qualifient la coopération universitaire sont surtout celles concernant des projets de recherche ainsi que celles concernant des activités didactiques qui comportent une augmentation significative de la mobilité du personnel universitaire.

Les universités européennes jouent un rôle de plus en plus important dans la coopération avec les autres régions du monde. Les universités sont une institution-clef pour la promotion de l'innovation créative, de l'avancement, de la transmission des connaissances et du know-how.

A cet égard, l'objectif de la coopération avec les pays en voie de développement consiste pour ces derniers dans le fait d'atteindre une capacité autonome de recherche scientifique et d'application technique, de même que le développement

des ressources humaines.

La mobilité du personnel académique devient un instrument essentiel pour poursuivre les objectifs de la «politique européenne de coopération universitaire». Puisque de nombreux obstacles entravent la libre circulation des professeurs, des chercheurs et des étudiants, il faut créer un projet réalisé sur des étapes successives et avec des objectifs intermédiaires accessibles.

Les organisations internationales doivent créer un cadre technico-juridique souple, apte à proposer des stratégies applicables; les universités et le personnel qui y travaille devront faire en sorte qu'il y ait une pratique active de la mobilité. Il est cependant nécessaire que les politiciens et les administrateurs publics soient persuadés de la nécessité d'encourager et de stimuler les différentes formes de mobilité.

D'où l'importance d'une politique de promotion et de soutien capable d'influer sur les gens et sur les structures, pour que la mobilité soit autre chose que du «tourisme universitaire» ou qu'une sorte de «immigration clandestine» aux yeux de nos bureaucrates.

L'Italie a déjà accompli des efforts en ce sens au cours des dernières années: on a fixé des accords internationaux sur la collaboration inter-universitaire (avec la France et l'Autriche), on a institué l'année sabbatique pour les professeurs de l'enseignement supérieur (avec le DPR N° 382/1980) et chaque année on offre des bourses d'études et de spécialisation à l'étranger destinées aux diplômés.

Les universités ont par ailleurs la possibilité de fixer des accords directs avec leurs partenaires des pays étrangers. Ces accords offrent des possibilités nouvelles de mobilité, surtout là où la créativité des contractants est en mesure de trouver des moyens qui permettent des échanges sans trop dépenser.

L'information est un outil essentiel de promotion et de soutien de la mobilité; à ce titre même en Italie on s'est engagé à créer un «Centre National d'Information sur la Mobilité Universitaire et sur l'Equivalence des Diplômes» afin d'assurer une meilleure liaison entre le personnel universitaire et les institutions concernées tant sur le plan national que sur le plan international.



This report discusses measures intended to remove or reduce existing obstacles as well as principles and measures promoting staff mobility.

Staff mobility in higher education

by Ulrike Dolezal and Ludwig Gieseke

I. Introductory remarks

1. This report deals solely with the international mobility of academic staff, including all those members of the academic staff who are either civil servants or salaried employees, i.e. also, for example, lecturers and assistants. In the main, contractual appointments for limited periods as researchers or teachers at universities or at research institutions abroad are concerned, i.e., movements on a temporary basis that do not require the full integration of a foreign faculty member into the higher education and social systems of another country. In particular, the report is based on

- relevant statements and recommendations contained in the 1977 Capelle Report entitled «Mobility of postgraduate students, academic teachers and research workers»,
- the report of the Conference on «Academic Mobility in Europe», Stockholm 1982, published in Strasbourg in 1983,
- the «Principles governing the position of modern-language

lectors abroad», adopted within the Council of Europe in 1976,

- an evaluation of the national papers received in reply to the questionnaire issued by the Council of Europe on «Mobility of Staff in Higher Education», DE-CS/ESR Mob (83)10 of December 1983.

The report discusses measures intended to remove or reduce existing obstacles to mobility as well as principles and measures promoting staff mobility. Since it is difficult to make new, original proposals, the report should be understood first and foremost as *a summary and updating of earlier proposals*.

2. The report, as is customary within the Council of Europe, covers universities and other institutions of higher education with comparable tasks in research and teaching. The term «universities» is used to cover all such institutions. In this connection, there is more at stake than merely a formal issue:

A point in favour of extending all relevant regulations to cover non-university higher education

institutions is the fact that, considering their tasks, such institutions are also expected, as a rule, to cooperate with higher education institutions in other countries. In many countries the proportion accounted for by such institutions in the overall higher education system has now become so large that it can no longer be disregarded.

3. It would be a welcome development if several principles for the promotion of staff mobility could be included in conventions or recommendations issued by the Council of Europe. It should, however, be realized that the present time is not appropriate for such a step. At any rate, the proposals contained in the report are addressed primarily to the national sector, to universities and to the competent national authorities. For, in view of the situation, action should be taken first and foremost in these sectors. It would be desirable, of course, if this could be done on the basis of common European principles.

The report has been drawn up against the background of an

elaborate network of regulations and promotion systems existing in most of the CDCC countries. For this reason, the following proposals are meant for instances where corresponding national measures have not yet been introduced.

4. In view of the tasks of the Council of Europe, the report is confined to relevant proposals concerning the CDCC countries, although academic mobility cannot be confined to the countries of Europe. Nonetheless, with improved mobility within Europe as a basis, we shall enjoy greater opportunities for developing our contacts and relationships also with the universities in other parts of the world.

II. Summary of the arguments in favour of increased mobility of academic staff

The main justification for mobility of academic staff lies in the quality of scientific research, the renewal of teaching and its contribution to European integration, first in the universities, then in the education systems as a whole, and lastly in all regional and national cultural activities. If today voices are raised advocating increased staff mobility everywhere — and particularly in Europe — this is not done to encourage mobility as such, for its own sake. On the contrary, there are important reasons in support of the introduction of measures intended to promote mobility and remove existing obstacles. Let us first consider the *academic reasons* (cf. Prof. Rivier in the Stockholm Report): In the 20th century, staff mobility has to meet three essential requirements of the universities:

- It consolidates and affirms the invaluable international nature of the university and the knowledge pursued in it.
- Mobility among the staff provides, in each university, the means of continual renewal and enrichment of knowledge.
- It stimulates and shows the way for student mobility.

- In the present period of stagnation with the number of university posts frozen, academic mobility is one important source of renewal in teaching and research.

In addition, consideration must be given to *arguments from the sector of European policy*, as presented by the European Ministers responsible for research:

- The development of science and technology in Europe conditions the capacity to respond to the challenges of the development of new industries and the modernization of traditional ones;
- A scientific and technical Europe will be a more vital and powerful force once it can improve communication and cooperation, that is to say, provide itself with a variety of networks enabling people to move freely, ideas to be exchanged, innovations to become better known and, with research and development costs being more equitably shared, results to be more widely and more rapidly disseminated;
- The present economic difficulties and increasingly limited budgets mean that any new initiatives will have to be compatible with and complement existing national and international programmes and will have to make the best use of existing institutions.

The *lack of adequate statistics* should not prove a handicap for measures intended to achieve increased mobility.

The different forms of staff mobility mean that it has so far hardly been possible to obtain exhaustive statistics concerning the extent of mobility. In this respect, most of the CDCC countries have either no data at all or, at the most, only incomplete data. We therefore cannot act on the basis of reliable data, but merely on the basis of estimates. Nonetheless, the necessity for increased staff mobility — in all academic posts — can be assumed even in the face of incomplete statistics. In this respect, policy makers and universities agree.

The large number of well-substantiated applications concerning the different national mobility schemes — which, in most of the CDCC countries, can probably be dealt with favourably to only a certain extent — is a clear indication that research needs intensified international cooperation on the part of universities and that professors and academics also express the required personal interest in this connection.

III. Proposals for discussion

1. In times of financial restrictions, too, it is important that all forms of the mobility of staff in higher education be not only firmly established but also developed beyond the level achieved. This need applies also to the non-university institutions of higher education in particular. This is a task not only for every individual university and its departments but also for the competent government agencies. Governments and government departments must be convinced of the need to encourage all forms of teaching staff mobility. It is of the first importance to remove the barriers — political, administrative and economic — to the movement of staff between countries.

Each university must be urged to pursue an active staff mobility policy. Such a policy must be substantially reflected in development plans, budgets and activity reports. Adequate provision must be made for all forms of mobility, all of which must be planned and their funding provided for in good time.

Experience shows that when government budgets are in a tight situation the funds for mobility measures are particularly likely to be cut. In the face of such developments, the responsible agencies must be reminded repeatedly of the importance of academic mobility also from the aspect of national developments. In some cases, academic mobility may also have positive effects on finances because the information ob-

tained through academic mobility may contribute to the more efficient planning of national projects and to the avoidance of undesirable and costly developments.

Of course, mobility of staff is not solely a financial issue. We have heard of a number of cases in which well-thought out arrangements on the part of individual universities — which, in this connection, are particularly important — have made mobility of staff possible at astonishing low cost. It may be that in many instances no additional costs what ever are entailed.

2. Throughout Europe it should be possible in principle to fill the posts occupied by professors and other academic staff members at universities with foreigners, without requiring the latter to give up their nationality. In such cases formal controls and measures under the laws governing aliens (e.g. extension of the residence permits for a limited period of time only) should be waived.

This already applies in most CDCC countries, in which connection it can be noted that several smaller countries are particularly generous (the regulations applying in the European Communities should not be discussed here). Nonetheless, this principle should be accepted throughout Europe. At the same time it is understandable that it can be implemented only with restrictions, a number of which can be quoted by way of illustration as follows: For example, in Austria foreigners may be employed as assistants or lectors only when qualified Austrian applicants are not available. In the Federal Republic of Germany, up to 1976, foreigners could be recruited only if there was an urgent official reason for obtaining the services of the academic concerned. It is now possible when awarding professors and assistants the status of civil servant to permit exceptions also for other reasons and to waive the requirement of German nationality.

It is not necessary that for-

eigners can be awarded the status of civil servant everywhere. Employment on a contractual basis is also conceivable. From the quantitative aspect, the effects will as a rule be negligible, especially because complete mastery of the language of the host country will be an indispensable pre-requisite.

Frequently, such cases are probably issues of immigration rather than mobility. In general, however, an important principle of academic mobility in Europe is touched on and this point is therefore included in this report.

3. In the appropriate disciplines and subjects the universities should have the right to recruit foreign academics as visiting professors or visiting lecturers for fixed periods (say, three to twelve months). Moreover, it should be possible to recruit foreign academics from one week to several months to hold paid lectures and series of lectures. Such teaching staff may also hold teaching events in their mother tongue.

This form of staff mobility is already well-developed in most of the CDCC countries and it could be further developed. The foreign professors or lecturers employed for a fixed period should — giving due consideration to the duration of their employment — be offered an academic position corresponding to that of nationals on the teaching staff. Depending on the range of their teaching activity, the foreign teaching staff should also participate in academic examinations.

The salaries of foreign teaching staff should — giving due consideration to their qualifications — correspond to those of nationals on the teaching staff. Unless other arrangements have been made in cooperative agreements concluded between universities or departments, the principle should be that the host university bears the salary expenses incurred and, if necessary, also travelling expenses if no other funds (cf. paragraph 9) are available.

In such cases the required residence and/or work permit should

be issued without further ado or generally, since the teaching and research activity is embarked on at the proposal of a university in the host country.

The principles adopted within the Council of Europe in 1976 should continue to apply to modern language lectors as before.

4. The universities should have responsibility for the funds required for visiting professors or visiting lecturers and for other teaching and lecturing activities carried out by foreign academics. Such funds need not be earmarked exclusively for paying foreign guest academics. Nonetheless it should be ensured that the necessity for expenditure on guest academics is recognized in principle and that the necessary funds are available.

Already today many universities can probably dispose of adequate funds for inviting foreign university teachers and academics. The purpose of the availability of appropriate funds is to enable foreign academics to gain experience abroad within the framework of independent teaching and research, to establish relations between universities in different countries and to intensify and develop cooperation between academics in particular disciplines. In addition, visiting professors or visiting lecturers can advise and support students and academics of the host country concerning planned periods of work abroad.

The level of funds required could be kept low through cooperation agreements between universities or departments. Within the framework of institutional or departmental partnership or link agreements both partners may agree that the visiting teachers should retain their salaries (and related allowances) as if they were teaching and researching at their home universities. As a rule, the sending country should pay travelling expenses while the host country should pay living expenses.

5. Arrangements should be made in all CDCC countries to the effect that professors (and holders of similar positions for

teaching and research) are entitled to paid study leave or research leave (sabbatical leave) after a specific number of years of teaching. It must be possible to use such leave for periods of work abroad too. The prerequisite is that a research project is to be pursued which meets with the approval of the competent agencies and that no gap ensues in the teaching services of the home university as a result of the said period of leave. It should be ascertained whether it is possible to enact essentially uniform regulations in the CDCC countries.

It is probably possible everywhere for teaching staff to take leave from their university for short periods of research work outside lecturing periods, including the possibility of periods of work abroad. Above and beyond this, paid study leave or research leave — in some cases leave for participation in refresher courses to enhance practical experience — is already a valued institution in many CDCC countries. Sabbatical leave is a form of paid leave which the teacher can or must take in order to refresh his knowledge and teaching skills. To some extent arrangements exist which give professors the right to take such leave. Different models exist for this purpose (cf. the appendix to this paper). In a number of countries or particular universities informal arrangements or possibilities exist for taking paid leave.

The possibility of working at a foreign university during sabbatical leave is extremely important for international academic cooperation. Payments should be permitted for such activities, but only to the extent necessary to meet the increased cost of living abroad. In many cases, however, special funds are required to cover the additional costs incurred through research or teaching activities abroad (cf. paragraph 9).

Paid leave means considerable costs for the university and the government in the home country. In order not to jeopardize the possibility of taking such leave,

it is therefore important that special heed be paid to the quality of the projects planned during the period of leave.

6. In specific cases professors and (particularly younger) academics should be able to take leave for limited periods of time (in general for a maximum of two years) without pay or with part-pay for teaching and research activities at foreign universities and other academic institutions. Regarding salary levels, seniority, and pension rights, it should be possible to credit the above-mentioned periods. It should also be possible to retain membership in the national pension scheme during the periods of leave for activities abroad, although it may be necessary for the academic concerned to pay the full contributions himself. Leave arrangements of this nature are already feasible in many European countries. They give due consideration to the fact that the mobility of teaching staff depends on prerequisites and conditions on both sides, i.e., not only on the receiving side but also on the sending side. The possibility of taking unpaid leave also enables the home university to take steps to ensure a paid teaching replacement during the absence of the academic concerned. It should be possible to institute such leave arrangements everywhere. They enable universities or the competent government agencies to act with greater flexibility, without which an increase in staff mobility cannot be expected.

7. To the extent that unpaid leave is not possible for legal reasons, in specific cases it should be possible to give younger academics an assurance that they will be allowed to return to their former or to a comparable position in their home country on the conclusion of a fixed period of academic activity abroad.

Some national systems fail to make provision for the taking of such leave by younger academics who are employed on a contractual basis. In such cases, too, steps should be taken to encourage young academics to

embark on a fixed period of activity abroad. The assurance that they will be able to return to work in their home country may provide the necessary incentive. It is, of course, understood that the home university or the competent government agency must, when giving such assurances, also bear in mind the general aspects of its staff planning.

8. It should be discussed whether it is expedient to reserve, if possible at all universities in the CDCC countries, part of the summer vacation or part of the period in summer when no lectures are given for shorter courses or series of lectures to be held by foreign professors or researchers («European Summer Term»). The prerequisites for instituting such a model should be clarified within the framework of the Council of Europe, e.g.

- how long such a period should be (e.g. 4-6 weeks),
- the time of year which should be selected for this period (e.g. from mid-August up to mid-September).

In a number of countries, and particularly in North America, there are already summer schools which provide courses during the period in which no lectures are otherwise offered on a regular basis. It is possible precisely for foreign teachers to be employed as guests at such summer schools. The experience gained so far in this respect appears to be favourable. European universities offer courses for foreign guest students first and foremost during the summer vacation period.

If a «European Summer Term» were to be introduced at a large number of universities, this might increase the awareness of a greater number of students of the internationality of academic training and their willingness to attend foreign universities. At the same time, it would promote the mobility of both students and teaching and research staff and, in the latter case, would serve to further in-service training.

European Summer Term courses should be open to both nationals

and non-nationals and, if possible, lead to «credits» recognized in the normal curricula. Courses would be given both by guest lecturers and local teaching staff, in a language recognized by the university authorities concerned. These courses could relate to language teaching and to most other fields and disciplines and promote a multidisciplinary course of study.

9. To the extent that specific additional costs occurring during the stay of professors and academics at foreign universities or foreign research institutions (travelling expenses, removal expenses, insurance contributions among other expenses) cannot be met from other funds (University budget, private foundations etc.), the necessary monies should be available from central national funds. In allocating money from such funds, consideration can be given to the nature of the work envisaged abroad and its importance for international academic cooperation.

It should be ensured that professors and academics who desire to engage in research or to teach for a fixed period abroad and/or who have been invited to do so by a foreign university will not suffer any financial loss. In so far as it has not been established by means of personal discussions or by agreements concluded between individual countries or by bilateral agreements concluded between different countries that travelling costs, additional insurance contributions and similar expenses will be borne, central funds should be made available for meeting such costs. This applies in particular when, e.g. heavy removal costs are incurred for longer periods spent abroad which cannot be borne either by the sending or by the host university.

Such a central fund could also be used to finance the additional costs incurred during such periods spent abroad, e.g. necessary journeys to be undertaken in the host country. Such a fund could also help to bridge financial difficulties confronting the academic on his return to his

home country, particularly in the case of those academics who have spent a longer period abroad and who do not hold the rank of civil servant.

10. It should be examined whether uniform principles can be applied in the CDCC countries concerning the tax treatment of fellowships and other payments rendering possible periods of work abroad (e.g. travel expenses).

The payments mentioned in this respect are taxed differently in the individual CDCC countries. In particular, it is important to note that in some countries fellowships are also subject to income tax. In such cases the usual financial ceiling provided for fellowships under specific programmes is often insufficient to meet the costs of periods of work abroad; as a rule, however, an increase in the ceiling of such fellowships solely for specific countries is not feasible. Particularly in such cases, common taxation principles would be extremely advantageous to mobility in Europe.

11. Posts for visiting professors or visiting lecturers offered by foreign universities should be advertised — if possible, throughout Europe — in the usual journals or in other publications. The possibilities for obtaining information via such advertisements should be further developed. Existing national information centres on mobility matters should publish the advertised posts at regular intervals. Steps should be taken to establish cooperation between such national information centres within the framework of the Council of Europe.

Personal initiative is of paramount importance in connection with staff mobility. In addition, personal contacts already established with institutions or researchers in other countries are extremely important. A wealth of information is transferred via this channel. In order to expand information transfer and to establish new contacts, however, more selective and better coordinated information from suitable

national organizations would probably be useful. In the first instance, this will be effected by means of relevant publications.

12. It should be discussed how best to realize the examination of possible improvements of mobility resulting from the creation of a «European Researcher's Card» recommended by the European Ministers responsible for research.

Such realization should be linked to the following conditions and criteria:

- assistance should be given in the first instance to young teachers and researchers,
- the criterion for award of the card should be scientific value,
- it should be valid for no longer than the period required to prepare a doctorate and the two years following.

The card should help to overcome practical difficulties and particular thought should be given to the following problem areas:

- residence or work permit
- social protection
- tax (cf. paragraph 11).

APPENDIX

Some National Regulations on Sabbatical Leave

(The following concise information does not claim to be exhaustive. It should be revised and supplemented.)

Denmark will institute a sabbatical scheme very soon. The near certainty is due to the fact that the introduction of such a scheme will be merely an official stamp on an already existing possibility (which is not used very extensively). The proposal is one out of nine semesters and concerns all permanently employed scientific staff (about 85% of the present staff).

In the Federal Republic of Germany, professors at all universities may request a free semester (maximum six months) at intervals of approximately four years with pay. A prerequisite for such leave is that at the home university

the teaching capacity in the relevant subject continues to be guaranteed without the necessity for additional financial outlay.

Iceland has a fixed schedule for sabbaticals: one semester (term) after every three years.

In Italy, professors may be granted leave for two years at

the most within a period of ten years.

In Norway, full professors and «docenter» have the possibility of a sabbatical year every seventh year. The word «possibility» covers the fact that there are conditions of local approval. At the University of Tromsø the northernmost

university in Europe (and certainly also one of the most isolated), all permanently employed university teachers have the right of one year's paid sabbatical leave every five years.

In Sweden, full professors may have a paid sabbatical of six months after every five years.



sintesi

Misure atte a favorire la mobilità universitaria

In un momento di stagnazione e congelamento dei posti di lavoro nell'università, la mobilità accademica si rivela in primo luogo uno strumento per il rinnovamento della didattica e per la crescita di qualità della ricerca; inoltre, essa garantisce il livello internazionale delle conoscenze, ed è infine un mezzo per incrementare la mobilità degli studenti.

Anche a livello politico è possibile individuare motivazioni a favore delle iniziative in questo campo: lo sviluppo della scienza e della tecnologia offre infatti strumenti idonei a fronteggiare la «sfida dello sviluppo»; inoltre, una Europa più vitale avrà maggiori capacità di migliorare la comunicazione e la cooperazione, di rendere possibile la libera circolazione delle persone ed il libero scambio delle idee, di diffondere più rapidamente e a minor costo i risultati dell'innovazione scientifica e culturale.

Il problema della mobilità accademica non può essere confinato alla sola dimensione europea: un più alto livello di scambi «tra europei» è però un'ottima base per sviluppare contatti e relazioni con i paesi extra-europei.

In occasione di restrizioni di bilancio, i fondi per la mobilità vengono «tagliati» con particolare facilità; è opportuno perciò che ogni università attui una po-

litica attiva di scambi, anche attraverso accordi inter-universitari, che rendano possibile la mobilità «a basso costo» ed apportano un contributo importante alla formulazione di progetti a livello nazionale.

È necessario però che al personale impegnato nei programmi di scambio siano evitate — per quanto possibile — alcune restrizioni burocratiche che regolano il soggiorno degli stranieri, in quanto la mobilità non è una sorta di «immigrazione».

Particolarmente importante in ordine alla promozione della mobilità appare l'equiparazione di status e di trattamento economico, anche nell'ambito di contratti a tempo, che dovrebbero garantire la concessione automatica di permessi di residenza e/o lavoro. Sarebbe inoltre opportuno arrivare ad un analogo trattamento fiscale dei compensi nei vari paesi membri.

Ogni università dovrebbe essere responsabile dei fondi necessari a finanziare le attività di insegnamento e lettorato (in particolare i compensi ai docenti e le spese di viaggio). Un fondo nazionale centralizzato potrebbe intervenire invece per finanziare particolari spese aggiuntive.

Un altro mezzo atto a favorire la mobilità è la possibilità — riconosciuta a livello normativo —

di utilizzare periodi di interruzione temporanea dell'insegnamento per attività di studio o ricerca da svolgere all'estero (anno sabatico). Possono essere utilizzati anche periodi di congedo non retribuito o solo parzialmente retribuito, a condizione che vengano comunque riconosciuti i diritti pensionistici e l'anzianità maturata.

Accordi in questa direzione favoriscono in particolare la mobilità del personale accademico più giovane, cui andrebbe riconosciuto anche il diritto di essere reintegrato al ritorno nel posto occupato in precedenza.

Particolarmente utili alla promozione della mobilità — non solo dei docenti, ma anche degli studenti — sono i corsi estivi tenuti da docenti stranieri. Utilizzando il trimestre estivo, sarebbe possibile istituire (come già accade negli USA) corsi con frequenza riconosciuta nei normali curricula.

Un ruolo particolare di sostegno alla mobilità è svolto infine dalla circolazione delle informazioni sulle opportunità esistenti; oltre ai contatti personali tra docenti ed al servizio fornito da pubblicazioni specializzate, grande importanza ha l'attività di Centri in grado di coordinare e selezionare l'informazione sulla mobilità a livello nazionale.

résumé

Des mesures aptes à favoriser la mobilité universitaire

En temps de stagnation et de blocage des postes à l'Université, la mobilité académique devient en premier lieu un instrument destiné à favoriser l'innovation dans la didactique et l'a-

mélioration qualitative de la recherche; par ailleurs, elle garantit le niveau international des connaissances et, pour finir, elle constitue un moyen pour accroître la mobilité chez les étu-

dants. Il est possible, également à un niveau politique, de définir des motivations en faveur d'initiatives dans ce secteur: le développement de la science et de la technologie of-

fre, en effet, des instruments capables de faire face au «défi au développement»; en outre, une Europe plus vitale sera mieux armée en vue de l'amélioration de la communication et de la coopération. Elle rendra ainsi plus aisément possible la libre circulation des individus et le libre échange des idées, en permettant également que les résultats de l'innovation scientifique et culturelle se propagent plus rapidement et à un coût plus faible.

Le problème de la mobilité académique ne peut pas être limité exclusivement à la dimension européenne: un niveau plus élevé d'échange «entre européens» constitue, cependant, une très bonne base pour permettre le développement de contacts et de relations avec les pays extra-européens.

A l'occasion de restrictions budgétaires, les fonds destinés à la mobilité sont immédiatement «coupés»; il est donc opportun que chaque université mette en place une politique active d'échanges, même à travers des accords inter-universitaires qui rendent possible la mobilité «à bas prix» et apportent une contribution importante à la formulation de projets à un niveau national. Il est nécessaire cependant que le personnel préposé aux programmes d'échanges soit pénalisé le

moins possible avec les restrictions bureaucratiques qui régissent les conditions de séjour pour les étrangers, puisque la mobilité n'est pas une sorte de «immigration».

Dans le cadre de la promotion en faveur de la mobilité il faut souligner l'importance de l'assimilation des conditions et des traitements des enseignants, et ceci même pour ce qui est des contrats à temps déterminé, qui devraient garantir l'obtention automatique de permis de séjour et/ou de travail.

Il faudrait également que les différents pays membres parviennent à un traitement fiscal analogue. Chaque université devrait être responsable des fonds nécessaires à financer les activités des professeurs et des maîtres - assistants invités (surtout les salaires destinés aux professeurs et, de même, les remboursements de leurs frais de voyage).

Un fond national centralisé pourrait intervenir, en revanche, pour financer d'autres frais supplémentaires particuliers. Une autre manière de faciliter la mobilité consiste dans la possibilité — reconnue par des dispositions législatives — d'utiliser des périodes d'interruption momentanée de l'enseignement en faveur d'activités d'étude ou de recherche à l'étranger (année sabbatique). Les enseignants

pourraient également prendre des congés sans solde ou avec demi-solde, à condition qu'ils ne perdent pas, pendant lesdites périodes, leurs droits en matière d'ancienneté et de retraite. Des accords dans ce sens favorisent, en particulier, la mobilité du personnel enseignant le plus jeune, qui, à la fin d'une période déterminée d'activités universitaires à l'étranger, pourra réintégrer les postes précédemment occupés. Les cours d'été organisés par des universitaires étrangers, sont particulièrement utiles en vue de la promotion de la mobilité non seulement des enseignants, mais aussi des étudiants.

On pourrait instituer, pendant les trois mois d'été, des cours reconnus par le programme d'études normal. Une telle expérience existe déjà aux USA.

La circulation des informations sur les opportunités existantes dans le cadre de la mobilité joue un rôle important de soutien dans ce domaine.

Ces échanges pourront être facilités non seulement par les contacts personnels entre les professeurs, mais également par le support de revues spécialisées et surtout par l'activité de Centres aptes à coordonner et à sélectionner l'information sur la mobilité à un niveau national.



Review and summary of answers to questionnaire on the needs and desire to increase academic mobility among Dental Schools in the member States of the Council of Europe signatory to the European Cultural Convention.

Staff mobility and postgraduate research cooperation in the field of oral health care

by Jukka Ainamo *

Background of the questionnaire survey

In May 1983 the Division for Higher Education and Research, Council of Europe, organized in Valencia a European Seminar on «The Impact of Research and Advanced Technology on Dental Education and Oral Health Care». Among the Conclusions of that Seminar (DECS/ESR (82)13) was an agreement to set up a working group composed of:

- representatives of the scientific committee of the Valencia seminar
- representatives of the study group on oral cavity problems of the Parliamentary Assembly of the Council of Europe

* The author thanks Prof. Robert Frank of the University Louis Pasteur of Strasbourg and Mr. Halvor Lervik of the Secretariat of the Council of Europe for their collaboration in the preparation of the questionnaire and the treatment of the results.

— representatives of the Association of Dental Education in Europe (see Appendix I)

with the mandate of:

- i. drawing up a questionnaire to establish a directory of the existing needs in the different European countries concerning specialists in the field of dentistry (duration and level) to carry out the training programme
- ii. implementing this study with the help of the Division of Higher Education and Research of the Council of Europe
- iii. drawing up, on the basis of the results of this Study, concrete proposals to put into action a European policy for the mobility of teachers.

The working group of ten members scrutinized the draft questionnaire drawn up in collaboration with Prof. Robert Frank of the University of Strasbourg. The revised questionnaire was

mailed to a number of Dental Schools. The rather modest number of responses resulted in the appointment of Professor Ainamo to serve as secretary with the assignment to try to collect additional responses. This proved feasible only after considerable simplification of the original questionnaire. The new questionnaire was mailed during Summer 1984 and is attached as Appendix II. The following Summary of replies was compiled by Professor Ainamo in September 1984.

Results of questionnaire survey

Replies to questionnaires were received from Belgium, Denmark, Finland, the Federal Republic of Germany, Ireland, Italy, Malta, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland and the United Kingdom.

No reply was received from indiv-

idual professors, deans or dental schools approached in Austria, Cyprus, Greece, Holy See, Iceland, Liechtenstein, Luxembourg and Turkey.

In general, the response to the questionnaires should be regarded as good or excellent. Many of the countries which have not responded so far are mostly small states with limited education in dentistry. Considering the ever-growing amount of administrative obligations, the response of so many professors and deans clearly indicates a significant interest in the development of an improved academic mobility within and between European countries.

In evaluation of the following responses from individual countries it should be realised that they, at this stage, do not represent national consensus views but rather the views of the person or persons responsible for the reply. There are some 120 dental schools in the 23 member states of the CDCC. The following is a short summary of the replies from 21 schools in 15 of the member states:

1. **Belgium.** *Replies received from Professor R. Mayer, Université Libre de Bruxelles, Faculté de Médecine, and from Professor J. Kohl, Institute de Stomatologie, Liège.*

The two replies from Belgium indicate a keen interest towards improving the possibilities to exchange post-graduate students, teachers and researchers in dentistry. (In French, please add other information).

2. **Denmark.** *Reply received from Professor Steen Børge Jensen, Royal Dental School of Aarhus.*

Aarhus gives priority to the exchange of researchers and post-graduate students leaving the exchange of teachers at lowest priority, mainly due to envisaged problems with language. The suggested duration of such visits could vary between 1-6 months, depending on the project. Any CDCC country would be welcomed to gain

experience within the fields of immunology, electron microscopy, experimental periodontology and cardiology, health care planning and epidemiology. The main interest within the Dental School of Aarhus would be to benefit from experiences gained in other CDCC member state dental schools in the areas of oral pathology and diagnosis, oral biology, orthodontics, prosthodontics, periodontics, cariology, community dentistry and pedodontics.

3. **Finland.** *Reply from Professor Jukka Ainamo, Institute of Dentistry, University of Helsinki.*

As in Denmark, the language problem to some degree restricts communication between Finnish and foreign practitioners. The main emphasis in Finland would be on developing collaboration between researchers, including post-graduate students working on their Ph. D. degree. Finland could offer both experience and expertise in the area of oral health epidemiology, in the search for sugar substitutes, in genetic studies, and in many fields of clinical research. If outside funding were available, several dental schools would be very much interested to receive foreign researches with specific expertise in various fields of basic research. The duration of such visits should be at least one month. Nationality is of less importance than personal interest to develop collaborative research projects.

4. **Federal Republic of Germany.** *Reply received from Professor Dieter Lange, School of Dental Medicine, University of Münster.*

In the Federal Republic of Germany there is an interest to send out teachers for periods of 3-4 months and post-graduate students for up to 3 years to CDCC countries such as the United Kingdom, Sweden, Norway, Netherlands, Denmark and Finland. Areas of interest for further study would be experimental research in oral pathology and in periodontology.

Foreign researchers from the Netherlands, Belgium, Switzerland and the Nordic countries would be welcomed to visit for periods of at least 6 months. Equipment is available for laboratory research, including microbiology, cytology and histology. Foreign teachers should preferably have the opportunity to stay for 3-4 months and post-graduate students for 1-3 years.

5. **France.** *Reply from Professor Robert Frank, Louis Pasteur University, Strasbourg.*

The research centre in Strasbourg is of high international standard and carries out outstanding investigation in epidemiology and preventive public dental health measures, in ultrastructural research and experimental pathology, in biophysics and crystallography, in biosurgical research, in microbiology and immunology, and in the study of biomaterials. Cooperation already exists between Strasbourg and the University of Oxford in the United Kingdom, the University of Geneva in Switzerland, the Université Libre de Bruxelles in Belgium, the Max Planck Institute of Immunology in Freiburg in Breisgau of the Federal Republic of Germany, and the University of Connecticut Health Centre in Farmington, USA. The possibilities to go abroad for further study are fairly good for teachers and knowledgeable researchers but currently rather poor for post-graduate students.

6. **Ireland.** *Reply received from Professor Diarmuid Shanley, Director of School of Dental Science, Trinity College, Dublin.*

At Trinity College an increased academic mobility is seen as a great opportunity to promote more research within the Dental School. Experienced research workers would be warmly welcomed to work with young members of staff in developing research projects. The Dental School of Trinity College in Dublin is aware of its being limited with regard to both expertise and available equipment for

research. Exchange periods of one year are considered preferable for both researchers, teachers and post-graduate students. Preferred dental schools within the CDCC countries would be those in Gothenburg, Nijmegen, Zurich, Helsinki, Copenhagen, and that of London Hospital, with no exclusion of other schools. It is envisaged that the foreign exchange teachers might find the experimental curricular developments at Trinity College of interest.

7. **Italy.** *Reply received from Professor Giorgio Vogel, Department of Odonto-Stomatology, University of Milan.*

According to this reply an exchange programme of 6-12 months duration would be desirable with dental schools in the United Kingdom, Scandinavia or Switzerland. The exchange programme should be started with one person, preferably a researcher, per year. Additional training of their own researchers would seem most important within the field of periodontology whereas researchers going to Milan should be able to collaborate within the fields of epidemiology and prevention as well as in scanning electron microscopy. The preferred duration of the visit of foreign researchers is 6 months.

8. **Malta.** *Reply received from Mr. Hector Galea, Chairman, Faculty of Dental Surgery, the University of Malta.*

The Faculty of Dental Surgery in Gwardamangia has a biennial admission of around 18 students. Promotion of interchange of students and staff between European universities and training establishments would be well received. The Dental School in Malta can offer overseas visitors various heavy equipment in the oral pathology laboratory. Work on research projects and in teaching is both possible and desirable whereas taking up employment requires a work permit. There already are possibilities for students, on

graduation, to seek and obtain post-graduate training overseas.

9. **Netherlands.** *Replies received from Professor Joop Arends and Oene Hokwerda, Dental School, University of Groningen.*

The feeling in Groningen is that an organised exchange of post-graduate students and researchers would be of great value in the effort to meet the ever-growing demands on a preventive and constructive oral health service. The Dental School is well provided for with regard to heavy equipment, covering most needs in the areas of radiology, microscopy, histology, physics, chemistry, biochemistry and biology. The school participates in the Materials Research Centre where there is direct access to equipment for electron microscopy. The equipment of the Science Faculty of the university is also available. International collaboration in research already exists between the Dental School in Groningen and investigators in Denmark, Norway, the USA, Sweden and France. Collaboration within the country exists between the Dental School of Groningen and both the Technical University Delft and the University of Nijmegen. The general feeling is that a well-organised central planning system would substantially improve the possibilities of less advanced member states of the CDCC to reach a better balanced level of research on a practical and non-political basis.

10. **Norway.** *Reply received from Professor and Dean Nils Jacobsen, Dental Faculty, University of Oslo.*

The Dental Faculty in Oslo has extensive experience in post-graduate training of foreign students. A residence permit as well as a work permit would be required for students and researchers or teachers respectively. Better funding is necessary to improve exchange between CDCC countries of research workers and teachers in dentistry. In Norway, university professors have the privilege of sabbatical

years during which financial support is available to pay supply teachers both salary, travelling funds and family maintenance. The Dental Faculty of Oslo University recommends the organising of seminars for professional people at different levels and from a majority of European countries. These seminars should be held in different countries on a rotational basis to allow exchange of practical, clinical experience with regard to better oral health services. Transfer of unpublished knowledge and establishment of important contacts by active engagement of all participants would be the valuable result of such seminars.

11. **Portugal.** *Reply received from Lisbon School of Dentistry.*

The reply from Lisbon, very much like that from Dublin, emphasises the urgent need for development of both teaching and research in the dental school. Until now teachers have completed post-university courses in officially recognised foreign universities. It is felt that post-graduate studies should be made available within the country. Research projects in dentistry are carried out largely on the basis of individual initiative. The Lisbon School of Dentistry has a histomorphology laboratory and is currently installing a dental materials laboratory. International collaboration exists with the WHO's Regional Office for Europe and with the Faculty of Dentistry in Bergen, Norway. This collaboration includes research in dental materials and in pedodontia and preventive dentistry. For the latter purpose epidemiological surveys are being conducted. For foreign researchers in Lisbon there would be available various equipment in the histomorphology laboratory, and microscopes and an atomic absorption spectrometer in the dental materials laboratory. The general feeling is that any assistance in the promotion of exchange of both researchers, teachers and post-graduate students would be well received in Lisbon.

12. **Spain.** *Reply received from Professor José A. Canut, School of Stomatology, University of Valencia.*

According to this reply it would be of utmost importance for Spain to improve the mobility of post-graduate students, academic teachers and research workers in dentistry. Post-graduate studies are currently limited both by the restrictions enforced by some universities and by the limited financial possibilities of the students. It is felt that post-graduate students, in particular, are the teachers and researchers of the future and that this initiative of the Council of Europe could be extremely valuable for their training and, thereby, for the development of dental specialist programmes in both Spain and other European countries. The School of Stomatology being a part of the Medical School of Valencia, research in basic sciences remains confined to medical research programmes. Current clinical research projects deal with innervation of teeth, oral pathology, periodontics, gnathology and orthodontics. The main problem with dentistry in Spain is that it is necessary first to be a medical doctor and then specialise in dentistry. Uniform requirements for dental education in all European countries would be a great advantage and could be achieved through necessary modifications of curricula, stimulated by an improved mobility of European teachers in dentistry.

13. **Sweden.** *Reply received from Dean Bengt Öwall, Faculty of Dentistry (located in Malmö), University of Lund.*

Sweden is one of the countries with a longstanding tradition in both research, post-graduate training, and continuing education of teachers and practitioners. The Faculty of Dentistry in Malmö is willing to offer its acquired knowledge and experience for the benefit of improved academic mobility as proposed by the Division of Higher Education and Research of the

Council of Europe. International collaboration in continuing education already exists with the other Nordic countries as well as with Great Britain, West Germany, Switzerland, the Netherlands and the USA. The Faculty has had several post-graduate foreign students and presently has one from Greece and one from Sudan. Malmö is one of the European dental schools which due to an overproduction of dentists in Sweden, is no longer allowed to take new students. It seems, however, that support has now been obtained from state and university officials to the proposal to utilise the school and its teachers for obtaining a balanced development in dental research and education on a European level.

14. **Switzerland.** *Reply received from Professor Hans Graf Zahn - Medizinische Kliniken, University of Bern.*

In most dental schools most research is conducted by teachers. In Bern there would seem to be a definite interest to exchange teachers with interest and experience in research, and also post-graduate students. The preferred duration of such exchange visits is two years with a minimum of 6 months. One or two per year of the research interested teachers in periodontology, dental radiology and masticatory dysfunction might benefit greatly from being sent to the Scandinavian countries, the Netherlands or the United Kingdom for continuing education. For foreigners interested in visiting Bern, the dental clinics can offer a fully equipped department for biophysical measurement of parameters such as intra-oral pH, pO₂, plaque darkfield, histology, subtraction radiography, jaw movement, occlusal forces, EMG, tooth mobility and others. Exchange teachers and post-graduates would be welcomed from Scandinavia, Belgium (Ghent), the United Kingdom and also from the Mediterranean countries if selection is adequate.

15. **United Kingdom.** *Replies received from (i) J. H. Howarth, Post-Graduate Adviser in Dental Studies, Turner Dental School, University of Manchester; (ii) Professor T. D. Foster, Director, Dental School, University of Birmingham; and (iii) Mrs G. F. Roberts, Academic Registrar, University of London.*

In the United Kingdom academic mobility does not seem to be a major problem, at least not in dentistry. Students are encouraged to visit other schools throughout the world for elective periods. As to the structure of research in the United Kingdom, each dental school is engaged in a multiplicity of research projects from epidemiology and immunology through to dental materials. All academic staff are required or at least encouraged to undertake research. International cooperation is readily available in a variety of fields. Cooperation with other university disciplines presents no difficulties. The problem in the United Kingdom, if in this context there are any worth mentioning, is the same as in the reply from Malmö, Sweden. Expansion of dental schools is inappropriate at the present time, and therefore reorganisation of the career structure is urgently needed if the adequate output of high calibre dental teachers is to be continued also in the future. When asked about the perceived need for European intensive courses in dentistry, Professor Foster of Birmingham expressed as his personal opinion that it would seem more important to organise graduate and post-graduate training within a country than to organise international intensive courses.

Summary and conclusions

These replies from 21 European dental schools indicate that there is a strong polarisation within Europe as regards both knowledge and resources. Among the affluent countries in this respect are the United Kingdom, the Netherlands, Switzerland

and the Scandinavian countries. On the other hand, Ireland, Malta, Portugal and Spain openly declared their need for guidance in modern research technology. This contrast clearly indicates the presence of an acute need within dentistry in Europe to reach a balance with regard to dental education. To promote such a development with regard to improved academic mobility, as outlined in the replies, could prove to be of utmost importance. There already exists a need both to obtain (Ireland, Portugal, Spain) and to give (Sweden, Norway, the Netherlands, the United Kingdom) higher education in dentistry. The problem seems to be with co-ordination and funding, both of which, if so wished, could be organised under the auspices of the Council of Europe.

The simplest way of getting a start in the area of dentistry would be to implement the concept of sabbatical years in all

member states of CDCC. This system has already been found of great value in Norway and Portugal, and partly in the United Kingdom. A sabbatical not only allows the head of a department during a given time period to import new knowledge from abroad but also allows, in theory, a foreigner to take his place during the same time period.

It seems on the basis of the replies from Switzerland, the United Kingdom and many others that academic teachers are the ones expected to conduct dental research. In Spain for example, basic sciences research is conducted by medical doctors only. This result of the questionnaire study confirms the idea that academic mobility on a high education level is needed to promote the development of equality in dental research and education between the various member countries of the CDCC.

In general, exchange of researchers was preferred to the exchange of teaching staff for lecturing purposes. Language difficulties were envisaged with regard to teaching whereas no difficulties were anticipated in this respect in the exchange of researchers.

A surprisingly large amount of emphasis was put on the need to exchange post-graduate students. This notion most likely relates to the securing of a continuity in the production of new generations of competent teachers in dentistry. With international contacts, broadened views, and personal experience from other CDCC countries this aspect of improved academic mobility would by no means be of least significance. The more scientists within one country are able to receive higher education in another, the more coherent would become the European Community with regard to education and research in dentistry.

sintesi

Mobilità accademica e cooperazione per la ricerca post-laurea nel campo dell'odontoiatria

Nei ventitré stati membri del CDCC del Consiglio d'Europa esistono circa 120 scuole di specializzazione in odontoiatria; ventuno tra queste hanno risposto ad un questionario volto ad indagare le possibilità di estendere la mobilità accademica in questo settore.

I risultati della ricerca indicano una forte polarizzazione di conoscenze e risorse nei paesi più ricchi (Gran Bretagna, Olanda, Svizzera e nazioni scandinave),

mentre le scuole di altre nazioni (Irlanda, Malta, Portogallo, Spagna) appaiono in condizioni di svantaggio.

L'obiettivo di riequilibrare le possibilità di ricerca e formazione trova in un più alto livello di mobilità accademica un sostegno fondamentale.

Un utile strumento per incrementare la mobilità viene identificato nell'anno sabbatico, che permette non solo di «importare conoscenze» dall'estero, ma an-

che di avvalersi dell'esperienza di uno studioso straniero per la durata del periodo di congedo. Questo sistema ha già dato risultati positivi in Norvegia, Portogallo, Gran Bretagna.

Uguale utilità i risultati dell'indagine riconoscono agli scambi internazionali di laureati e specializzandi, soprattutto in relazione all'obiettivo di assicurare continuità alla formazione di nuove generazioni di docenti universitari.

résumé

Mobilité académique et coopération pour la recherche post-diplôme dans le domaine de l'odontologie

Dans les vingt-trois états membres du CDCC du Conseil de l'Europe il existe environ 120 écoles de spécialisation en odontologie; parmi elles, vingt-un ont bien voulu répondre au questionnaire visant à analyser les possibilités existantes d'élargir la mobilité académique dans ce secteur.

Les résultats de cette recherche indiquent une forte concentration de connaissances et de ressources dans les pays les plus riches (Grande Bretagne, Pays Bas, Suisse et pays scan-

dinaves), alors que les écoles d'autres pays (Irlande, Malte, Portugal, Espagne) semblent défavorisées.

L'objectif de rééquilibrer les possibilités de recherche et de formation trouve un appui fondamental dans un niveau plus élevé de mobilité académique.

On considère l'année sabbatique comme un instrument utile pour favoriser la mobilité, puisque elle permet non seulement d'«importer des connaissances» des pays étrangers, mais également de jouir de l'aide

d'un chercheur étranger pour la durée de la période de congé. Ce système a déjà donné des résultats positifs en Norvège, Portugal et Grande Bretagne.

Les résultats de l'enquête montrent également l'importance et l'utilité des échanges internationaux des diplômés et des candidats destinés à prendre des spécialisations; de tels échanges permettent surtout d'assurer une continuité à la formation des nouvelles générations de professeurs universitaires.



Postgraduate and postdoctoral mobility

by John E. Salmon

1. OPTIONS OPEN TODAY TO ENHANCE POSTGRADUATE AND POSTDOCTORAL MOBILITY

The need for definitions

Before it is possible to decide on the ways in which postgraduate mobility might be enhanced, it is necessary to decide, with as much precision as can be achieved, firstly what is meant by the terms 'postgraduate' and 'postdoctoral' and secondly, what is the range of activities covered by the term 'mobility' and, finally, which of those activities it is wished to enhance.

It is not so easy, however, as the Capelle report (1) indicates to define the category of students that is 'postgraduate' and to differentiate them from the general run of students at universities or at teaching establishments of university standing, since the organisation and duration of higher studies vary in the same country according to the professional field concerned and also vary in the same field from one country to another. Neverthe-

less, the implication of the term postgraduate is that the students to whom it is applied have already successfully completed a course of study at university level and have as a result been awarded a degree, diploma or other appropriate academic distinction. The term 'alumni', which is often applied to former students, would, therefore, seem appropriate and was, in fact, used in the Capelle report, but the term lacks precision in that the length of the period of study and the level of any award received by the 'alumni' is not clear.

Postgraduate students

For the reasons already quoted, it is probably not wise to attempt to formulate a more precise definition of the term 'postgraduate', but at the same time, the need for such a definition exists. The following is offered as 'a first draft' for consideration:

- a postgraduate student is one who is engaged on a programme of advanced study or research or, often a combi-

Mobility may arise from various motivations, and these in turn affect both the length of stay abroad and also the possibilities for encouraging or, if necessary, limiting any particular pattern of mobility.

nation of the two, the entry to which requires the possession of a degree or diploma which

- marks the successful completion of at least three years of full-time study (or its equivalent of part-time study) at a university or similar institution and
- is the qualification normally required for acceptance onto a programme of research and advanced study which, if completed by the presentation and defence of an original thesis before a panel of examiners, leads to the award of a degree (usually a doctorate) which is recognised as the equivalent of the Ph.D. (or D. Phil.) degree of North American and some European universities *.

Naturally, not all postgraduates are engaged on programmes leading to a Ph.D., or equivalent, degree and, indeed, many are enrolled on programmes for 'Masters', or similar degrees

* Throughout this Report the word 'university' is used in the same broad sense that is standard in CC-PU documents. 'Science' and 'Scientist' are taken to refer to all disciplines.

which generally involve a higher proportion of advanced study and a smaller research element. However, they are characterised by requiring the same entry qualifications as the Ph.D. programme. Whatever definition is finally accepted, it is inevitable, however, that, because of differences in the systems of secondary education and in those of tertiary education that follow them, students in some European countries may be eligible for 'postgraduate' status at age 21, while in others they may not achieve that status until age 26 or later.

Postdoctoral fellows

The definition of a 'postdoctoral fellow' hopefully, presents fewer problems and for the purpose of this report the term is taken to apply to an individual who has been awarded a research degree that is generally regarded as the equivalent of the Ph.D. of a North American University and has been awarded a fellowship or similar grant to carry out a further programme of substantially independent research. It does not include research workers who are employed to carry out previously determined programmes of research investigation or individuals employed in teaching posts either on short or long term contract.

Patterns of mobility

Mobility at the postgraduate or postdoctoral level may arise from various causes or motivations and these in turn affect both the length of stay abroad and also the possibilities for encouraging or, if necessary, limiting any particular pattern of mobility. There are various possible ways of classifying mobility, but a simple one is set out in Table 1.

The granting of asylum to political refugees in itself implies a degree of sympathy that would, hopefully, extend, where appropriate, to encouraging an individual in this category to undertake or complete postgraduate

TABLE 1: TYPES OF MOBILITY AMONG POSTGRADUATES AND POSTDOCTORAL FELLOWS

Types	Course or motivation	Course or programme followed abroad
1. Involuntary	a) Political refugee. b) Member of migrant family. c) Course or research possibilities not available in own country.	Whole course or programme, or completion of one started elsewhere.
2. Voluntary	a) Opportunity to enhance career prospects through wider experience gained from study or research abroad. b) Cultural or general interest motivation.	Postdoctoral fellowship or whole programme of research or advanced study.
3. Related to Course or Programme Structure	a) Course or programme related to the language or social or legal structure (etc.) of foreign country. b) Need for access to source material (archaeological site, rare manuscripts, etc.) specialist equipment or expertise abroad.	Sometimes a short visit, often a part course or programme, sometimes a full course or programme.
4. Inter-University, Regional or Similar Cooperation	Opportunity to participate in a) Exchange schemes arranged by direct cooperation between universities. b) International research conferences or colloquia. c) International intensive courses or workshops including those of the Council of Europe.	Part course or programme or short visit.

studies (Table 1, type 1a). The education of the children of migrants is covered by various treaties and conventions, but the position of members of migrant families who have reached the level of postgraduate study and who would come into the category of adults and not 'children' (Table 1, type 1b) may need some clarification.

Mobility of type 1c Table 1 is of particular help to Third World and other countries which have no universities or are in the process of developing their own universities and research pro-

grammes or enhancing existing ones. It provides them with an opportunity to have their nationals trained at a high level in European universities in fields where their own postgraduate courses or research programmes have not yet reached an adequate level. Mobility of type 2a can also serve the same purposes. European countries can provide very valuable assistance to countries in less favoured positions through schemes of postgraduate studentships and postdoctoral fellowships.

Mobility of type 2(a) and (b), of

Table 1 which often involves a complete course of programme of research taken abroad is evidently also acceptable as a pattern of intra-European mobility at postgraduate level, since the information given in the two Student Handbooks (8,36) often relates to such a complete course or programme situation. Yet, the recommendation of Stockholm conference that 'studies abroad are for a maximum of two semesters' (14) would seem to be an attempt to rule out mobility of type 2 (and also type 1) where the course or programme exceeds two semesters. There is perhaps a need to reconsider this recommendation, at least in respect of its application to mobility at the postgraduate and postdoctoral level.

The cost of travelling to Europe, which may be high in relation to the benefits to be derived from a short period of study there, might make mobility of type 3 of Table 1 less attractive for visitors from Third World countries, but this type, which includes joint programmes of study, should constitute an important component of intra-European mobility. It can be encouraged by funding to assist course and programme planning and by the extension of scholarship and fellowship schemes to permit the necessary travel and periods of study or research abroad.

It is to be hoped that postgraduate and postdoctoral fellows will not only be informed of all opportunities for mobility of type 4 of Table 1 that are relevant to their field of study or research, but will be given every encouragement and assistance to participate in such activities whenever it is appropriate. The exchange schemes of type 4a of Table 1 could be enhanced by the funding and other assistance of the type that is evidently provided in the IAS scheme of the Federal Republic of Germany (10). Adequate funding to include, inter alia, provision for adequate planning to ensure balanced contributions from a range of countries with the relevant expertise and a similarly

balanced range of participants is also necessary if mobility of types 4b and 4c is to flourish. Attendance at European conferences, intensive courses or workshops is not likely to be high from nationals of Third World countries unless they are already in Europe attending a postgraduate course or on a postdoctoral fellowship.

The information needed by participants in mobility of types 3 and 4, in general, differs from that provided by Student Handbooks and this matter requires further consideration.

The influence of academic teachers on mobility

The attitude of a professor, or other members of academic staff, who advises a prospective or current postgraduate student or postdoctoral fellow, on mobility will be an important, and in some cases a decisive, factor in determining whether the individual gains such experience or not. It is to be hoped that a professor who has experience of postgraduate study or research abroad may encourage others to acquire similar experience, while it is clear that one who has not had such experience will have a less firm basis on which to offer such encouragement. It would be helpful, therefore, to know what proportion of academic teachers in universities and similar institutions in CDCC Member States had had personal experience of academic mobility and what form that experience had taken.

It was not possible in the time available to conduct such a survey. However, through the kindness of the Presidents, Principals, Vice-Chancellors, Professors, other academic staff and Academic Registrars of five university-level institutions in three countries (or five if England, Scotland and Wales are counted as separate) it has been possible to obtain information from a small sample of academic staff in each of the five on their experience of mobility at each of the stages of:

- postgraduate training;
- postdoctoral research;
- in full-time academic appointment

by means of a simple questionnaire. The sample covered a wide range of disciplines from the fields of biological and physical sciences, mathematics, engineering, social sciences and humanities. The help of all concerned, which was given at a particularly busy time in the academic year is gratefully acknowledged.

The size of the sample (340 respondents - see Table 2) and the low number of universities and even lower number of Member States involved means that caution must be exercised in interpreting the results of this survey, but one or two tentative conclusions may be drawn. It would appear that the proportion of staff who had some period of study or research abroad is about 60% and, if that is generally the case, then there is a reasonable prospect that any student considering a period of study or research abroad can obtain advice from a teacher who has had experience of such mobility. Of those staff who had such a period abroad, evidently a significant proportion had made further visits. In general, as many seem to have spent more than one year abroad as spent between one month and one year. The spread of experience between the postgraduate, postdoctoral and post-academic appointment stages also appeared to be even — the slightly higher percentage of staff (43%) that experienced mobility at the stage of being in an academic post reflects, at least in part, the longer period for which that stage lasts.

The proportion of the sample that had visited CDCC Member States at the postgraduate and postdoctoral levels is quite encouraging and compares quite well with the proportions that visited North America (see Table 2). The attraction of North America becomes stronger in relation to that of other CDCC countries at the postdoctoral level and for those in academic

posts the attraction of North America is apparently stronger than that of Europe, but at that stage the rest of the world exerts an even stronger pull. The range of countries outside Europe and North America that is visited is also greatest as the academic post level indicating a greater degree of interaction with Third World nations, as is confirmed by a study of the individual returns.

the facilities of a university are used, its academic expertise may not be used. The idea, therefore, merits further consideration, but that consideration needs to be given in the context of what happens, or should happen, in those summer months which correspond to the 'long' or 'summer' vacation of British universities. In the absence of undergraduate students during that period,

Group III to the Conference U 2000 (S27). Secondly, the quality of their experience and hence their development can be enhanced by involving postgraduate students and postdoctoral fellows in such activities. Such experience is particularly important for those who may at some later stage in their careers hold teaching posts in universities.

To return, briefly, to the list of activities given above, it is characteristic of all of them that their quality is enhanced not only by contributions from postgraduates and postdoctoral fellows but even more by those of colleagues from other universities whose experience and views are possibly different from those of immediate colleagues that are certainly less familiar. In that context the contributions from colleagues from foreign universities can be most valuable in extending the range of experience that can contribute to and enlighten the discussions. Hence, any activities that involve participation by colleagues from foreign universities will be beneficial to academic staff, postdoctoral fellows and postgraduate students alike, especially for those who do not have the opportunity to visit foreign universities themselves.

Because their experience is different from that of their academic colleagues, graduates (including those holding doctors degrees) from industry have on some occasions something to contribute in a teaching capacity to such activities and on other occasions will be glad to adopt the role of students to increase their own knowledge.

The activities that come into the category being discussed as possible one for a European Term include:

- European courses of the kind described in the Secretariat paper in which credits are given which count towards the award of a postgraduate degree or diploma (hereafter referred to as *«European Credit Courses»*);
- European intensive courses where the motivation is the

TABLE 2: ACADEMIC MOBILITY IN A SMALL SAMPLE OF STAFF (340) FROM FIVE EUROPEAN UNIVERSITIES

Stage of career at which visit was made	Number of staff visiting		
	a CDCC* state	N. America	Elsewhere
Postgraduate	77	33	28
Postdoctoral	41	34	16
in academic post	42	65	97

* Council of Europe

Except at the postdoctoral stage, more visits of less than one year are made than visits of over one year, but it is, nevertheless, significant that about one third of all the visits reported by the academic staff who responded exceeded one year in length! It would be useful to conduct a more extensive survey than the present one which could, among other things, reveal more accurately the role that longer visits play in the mobility experience of the average university teacher in CDCC Member States.

The possibility of using the summer period as a European term

A draft Secretariat paper has explored the idea of developing 'European Summer Courses' on the basis that in the summer months, when the undergraduate students are on vacation, university facilities (such as laboratories, lecture theatres, libraries, student hostels, etc.) are often under-used. Even when some of those facilities are used by letting them out for conferences, the topics of those conferences do not always relate to the specialist skills of the universities concerned, so that, while some of

the academic staff have an opportunity to devote a higher proportion of their time and energy than they can for the rest of year to such matters as:

- their own research and writing scientific papers or books based on it;
- extensive and in-depth discussions with academic colleagues, postdoctoral fellows and postgraduate research students who are working in association with them on one or more research projects;
- attending research conferences at home and abroad;
- supervising postgraduate students;
- contributing to the teaching of a Summer School; and
- revising and re-designing both undergraduate and postgraduate courses in the light of recent advances in knowledge.

A vacation may also be taken!

The reasons for this digression into academic staff activities, which are, otherwise, outside the scope of this report, are twofold. Firstly, in all of them to varying degrees postgraduate students (particularly postgraduate research students) and postdoctoral fellows have a role to play, as was pointed out in the paper submitted by Working

imparting or receiving instruction in recent research developments or in rapidly evolving fields of study, where the award of credits is less crucial than the gaining of the specific knowledge;

- Research colloquia or seminars in which postdoctoral fellows or research students might gain experience of presenting papers themselves as well as learn from the contributions of a wider group than their own research school;
- Workshops to design 'European Credit Courses' or European Intensive Courses in which postgraduates can participate to give not only the 'users' view of what is being proposed but also ideas of their own.

For some of the European courses, where there is a conscious effort to include an element of instruction in the culture of the host country, there is a clear case for the organisation of the course to be the responsibility of the host university or, at least, the host country. Where such special considerations do not apply there are advantages in making the organisation of such activities the responsibility of either a multinational organising committee or at least of two universities from different countries acting in partnership to ensure that the approach is not too parochial and that different approaches are taken into account. Indeed, while, in general, initiatives from individual universities are to be welcomed, a situation in which each university offered the whole range of activities that it felt were needed or which it could provide would lead to a catastrophic duplication of effort. What is required from each university that is willing to cooperate in such a scheme is a commitment to:

- accept the concept of a European term occupying a specified period of the summer months (which would have to be agreed in advance) in which

priority would be given to cooperation and participation in European courses, seminars and workshops;

- maintain an inventory of expertise that it could contribute to those European activities, together with an inventory of similar contributions that might come from industrial or other research laboratories with which it had links;
- allow its academic staff to contribute to European term activities to any reasonable extent and to regard this as part of their teaching commitments if necessary;
- encourage and, as far as they are able, facilitate the participation of its postgraduates and postdoctoral fellows in appropriate European term activities; and
- host certain European term activities, as appropriate.

Clearly, universities would expect in return for such a commitment some returns in terms of:

- some assistance with the financial aspects of the commitment; and
- an effective European system for the encouragement of postgraduate and postdoctoral mobility.

The European dimension

The purpose of both European inter-university cooperation and academic mobility is to enable European universities to be able to draw on a wider range of cultural and scientific experience and expertise to enrich their teaching and research.

Actions to promote academic mobility and other inter-university interactions should be designed to promote cooperation between various *individual* institutions and not to promote uniformity as an end in itself. It is, of course, still open to colleagues from different countries, who have shared and discussed their various approaches to teaching a particular topic, then to decide to adopt a common approach to it, based on what they judge to be best

practise, in order to facilitate staff and student exchanges.

In research, the high cost of very large or specialised equipment has already imposed on academics the need to collaborate in using the facilities of internationally funded bodies such as CERN and for various reasons academics working in certain fields of research have found it valuable to join European associations of research laboratories.

In all these and other areas, the Council of Europe has a vital role to play in fostering European associations of research laboratories, in promoting links with European industrial research associations, by coordinating the work of the National Mobility Information Centres, through the European programme for the development of postgraduate training and in other ways. Throughout this range of activities a careful balance has to be maintained between, on the one hand, encouragement to cooperate in bilateral and multilateral schemes of cooperation with the need for a degree of conformity which that requires and, on the other hand, the preservation of university autonomy.

Links with industry

A number of European universities have had some years of experience of sandwich courses (sometimes known as cooperative courses) in which periods of academic study are interspersed with periods of industrial or practical experience. Such courses are, of course, longer than other degree or diploma courses of a similar kind by the total of the industrial periods. Given that the students have, or are helped to acquire, the necessary ability in the language of the country concerned, one or all of the periods in industry can be spent abroad and this has often happened, quite often through the good offices of multinational companies. While this has occurred mainly at the undergraduate level because that is the level at which sandwich courses were originally in-

roduced, the possibility of extending the practice to postgraduate courses merits further consideration.

In fact an experiment is evidently being conducted in which information is being made available to postgraduate students about opportunities for training, both paid and unpaid, which are available to non-nationals in various European countries in the pharmaceutical industry (37). Although the paper which describes the experiment refers in one place to the supply of information on 'opportunities for training (paid or not)', which seems to refer to industrial experience possibilities, in another place it refers to a request to members of the European Federation of Pharmaceutical Industries Associations to provide 'lists of the courses, lasting one to several months which... might be suitable for graduates from other European countries' which seem to refer to academic courses. Perhaps both will be provided, which would be most helpful. The outcome of the limited experiment with the Pharmaceutical Industry must be awaited with interest.

Industrial scientists already make a valuable contribution to the European programme for the development of postgraduate training, especially in the European Workshops where they can, among other things, advise on features that would need to be included or emphasised in postgraduate courses in order to maximise the students' prospects of subsequent employment.

Several European universities provide opportunities for graduates working in industry to engage on programmes of research for a doctor's degree based on research carried out mostly in industry, but partly in the university. If the university part of such programmes were made to coincide, at least in part, with the 'European term' of the summer months, then the industrial research students would be present on the campus at the same time as foreign students attending any European Courses

(International Summer Schools) thereby increasing the range of postgraduates that each of these groups might meet.

A number of universities already have, or are in the process of developing, science parks to which they attract industrial research units with which they can work in close cooperation. They might be reluctant to involve other universities too deeply in such links which they might wish to preserve as their own. However, in any decision as to where a European Intensive Course or Workshop or, indeed, any similar activity organised at a European level should be held, the presence in a science park of a particular university of an industrial research group with expertise in the field of the course or workshop that reinforced that of the university could be one of the factors influencing that decision.

Although clearly not a major factor in it, links with industry can play a role in the mobility of postgraduate students.

Fellowship schemes

Reference has been made in the discussions of the CC-PU to the prestige and value of Fullbright Scholarships coupled with the suggestion for an academic exchange programme in Europe possibly (38) to be linked with the name of Schuman. Under this scheme 'grants, full or partial, should be given to scholars and graduate students on application for research work, studies or teaching for periods of one month up to one year at a University in some other European country'. If students in the future are to be taught by an academic staff of which at least a significant proportion have had postdoctoral experience abroad, then steps need to be taken now to ensure that a proportion of those who obtain doctorates and who might now or in the future be considered suitable for a university appointment are encouraged to proceed to postdoctoral research, part of which, at least,

should be undertaken in another European university. Part of that encouragement might need to take the form of adequate stipends and travelling allowances, but an equally important part would be the enhanced prospect of employment afterwards that would arise from having been the holder of a prestigious fellowship.

Something of the kind that is needed appears to exist in the form of the European Science Exchange Programme involving some sixteen CDCC Member States and which is organised in the United Kingdom by the Royal Society, with a parallel European Exchange in the Humanities and Social Sciences, involving the British Academy in the U.K. (39). In any case, it would be difficult to establish a series of 'Schuman' national commissions (in the Fullbright pattern) without involving such national (or royal) academies or societies. Their advice and help should be sort in setting up any such scheme of fellowships on a European scale.

Regional and inter-University cooperation

Regional transfrontier university cooperation has been discussed on more than one occasion by the CC-PU, including its last meeting (40). Examples mentioned include the universities of Upper Rhine, Danube valley and Nordic countries. Any such cooperation which bring postgraduate and research students, postdoctoral fellows and the academic staff who teach them or with whom they work into contact with colleagues in other countries, albeit neighbouring ones, is valuable and, therefore, to be welcomed. It has distinct advantages in that it should encourage good neighbour relationships across national boundaries in the regions concerned.

There are certain disadvantages, however, which need to be taken into account. Firstly, not all universities in all CDCC Member States seem to fit naturally into such regional group-

ings and the needs of those that are not included in such schemes need to be met in other ways. Secondly, although the cultural interests of universities in one region may be similar, their interests in terms of fields of research and teaching may suggest that links with other universities outside the region would be more appropriate. Thirdly, the advantages of regional association mentioned above could induce the universities in a region to develop mutual interactions to such an extent that they had little interest, or energy left, for interactions with the rest of Europe, so that at worst the present national barriers would be replaced by regional barriers. Fourthly, it does nothing to foster North-South relations in Europe or to harness European expertise to help the Third World. That is not to say that regional collaboration should not be encouraged, but that to retain its advantages without too many of the disadvantages it should be used as one of a band or spectrum of approaches.

Another approach that might offer some advantages is the idea of twinning universities or faculties in different countries just as European towns are twinned. The twinning of two universities or faculties presupposes that they had a sufficient range of research interests in common to make it possible for them to hold periodic joint research seminars or colloquia, to exchange postgraduate students, postdoctoral fellows and academic staff in areas of common interest and even to collaborate on joint research projects. It also assumes that the two universities or faculties concerned would be prepared to help each other in overcoming linguistic and administrative barriers to such exchanges. To help to link northern and southern Europe, emphasis might be given in such a scheme to North-South twinning.

To succeed, such a scheme would have to be recognised by the governments of Member States and helped by conces-

sions to aid reciprocal exchanges and a level of funding that would be very small in relation to the total for higher education.

European associations of research laboratories

Such associations, where they exist, also serve to link European universities together by linking together sections of universities that have common research interests. In the case of multi-disciplinary areas such as remote sensing the sections of a university that are involved may involve several departments. Since the university as such is not specifically involved but only a part of it with specific research interests, it is a form of network that usefully complements but does not replace those discussed above.

A network of this kind is very effective as a channel of information and ideas. Opportunities for postgraduate or postdoctoral research in laboratories in the network that are open to nationals from other countries will be quickly brought to the attention of potential applicants. Group seminars or even joint projects can enhance the opportunities for meeting and working with colleagues from other countries.

The European programme for the development of postgraduate training

The European Programme is valuable in covering all disciplines (engineering, humanities, medicine, natural sciences, social sciences, and so on) and in contributing to the ongoing revision of postgraduate curricula. In terms of mobility it makes a slightly greater contribution to the mobility of academic staff than to the mobility of postgraduate students. Academic staff are involved in both workshops and intensive courses and in the former to a much greater extent than are postgraduates. Planning meetings beforehand and follow up meetings afterwards, in the case of both workshops and intensive courses, are much more likely to involve

academic staff than postgraduate students. Furthermore, professors and other academics who have cooperated in the conduct of a workshop or intensive course tend to continue that cooperation afterwards in the fields of teaching and research, thereby generating more academic mobility.

From the point of view of postgraduate the main advantage to be derived from intensive courses is the double benefit of:

- instruction at an advanced level in recent developments by a team of experts which brings together expertise from the whole range of CDCC Member States and beyond; and
- meeting other students and staff drawn from some ten Member States as well as, on average, one other State.

Both those advantages are experienced by participants from the country in which an intensive course is held. The other participants have the added advantage of gaining that experience in the context of a visit to a foreign country.

The impact of the European Programme and its contribution to postgraduate mobility could undoubtedly be increased simply by increasing the number of workshops and intensive courses in each year's programme. It is unlikely, however, that the budgetary allocation for that would be made. The group itself has given some thought to this matter and one solution which it wishes to explore further is that once a well-established group has a firm record of experience of conducting workshop and intensive courses within the European Programme, it should then continue these activities itself without further funding from the European Programme.

2. MECHANISMS FOR ASSISTING AND ENCOURAGING MOBILITY

Organisation and distribution of information

This area remains one of the key ones in the promotion of

academic mobility. The two Student Handbooks (8,36) go some way to meeting student needs especially for undergraduate students and to a lesser extent for postgraduates. The emphasis in the information given appears to relate, in the main, to attendance for complete courses and it is not always clear how much of it would apply to those who would wish to study for part courses abroad, say, for one half to two semesters (one to three terms). Reforms to higher education systems and changes in laws and financial systems relating to them are a common occurrence so that the information given in the Student Handbooks can soon become out of date. Yet, the cost of production of these two handbooks is likely to increase, rather than decrease, the intervals between successive editions. It would help, therefore, if the various National Mobility Information Centres were to maintain an up-to-date version of the national entry to the relevant handbook available in the national languages and in the official languages of the Council of Europe. It should not be necessary for any national centre to hold any such supplementary information other than for its own country, since information relating to other countries would be obtained from the appropriate National Mobility Information Centres as the need arose, by post or telex.

At one stage (4) it was suggested that inventories should be prepared of research grants and fellowship (available to foreigners) and of research centres and laboratories — «indicating as far as possible: their research priorities and specialities; the heads of departments or leaders of the major research teams; particularly important research projects going on; equipment and technical facilities (other than the usual routine equipment)». Interesting and useful as all such information would be, to make and to keep up-to-date such inventories would be a gigantic undertaking,

the cost of which might not be justified by the use that would be made of it.

Most of such information is generally available at the national level either in the form of compendia of academic and other research activities or in the collective knowledge of associations of university professors in each subject area and through them to the relevant national scientific society. The possibility of enabling the National Mobility Information Centres to obtain information on behalf of *bona fide* enquires about research activities, equipment, fellowships and grants should be explored with the various European Associations of scientific societies and with the help of the European Science Foundation. The information centres should not be burdened with the compilation and maintenance of such inventories either separately or collectively.

Those seeking to promote postgraduate and postdoctoral mobility need to have access to statistical information about such mobility. Without that information it is impossible to gauge with any accuracy the effects of various measures to encourage mobility. Equally it is important to have such statistics in order to arrive at well balanced judgments on such matters as the correct balance between short term and longer term mobility or the balance between intra-European mobility and mobility between Europe and either North America or the Third World and so on. The enquiry conducted in connection with the present report has revealed that not all CDCC Member States have statistical information on the number of postgraduate students which they receive into their country. It should be a matter of high priority for the CC-PU (Standing Conference on University Problems) to persuade national delegations and through them states to collect statistics on numbers of foreign postgraduate students and postdoctoral fellows studying or carrying out research in their universities and similar institu-

tions and to make these available to the National Mobility Information Centres.

The responsibility for assembling and disseminating information should remain the prime activity for the National Mobility Information Centres which should not be diverted from it by requests to «look into the possibilities of preparing a report on machinery to foster mobility» (14). In the short term, the efforts of the Heads of the National Mobility Information Centres should be directed to promoting the free flow of relevant information to support mobility and providing statistical information about postgraduate and postdoctoral mobility in Europe.

Academic and administrative conditions for mobility

One important factor affecting mobility is one of esteem. If intra-European mobility is seen to be regarded as an important activity by governments, by universities and by employers, then it is more likely to be enhanced than if it is regarded with indifference by all concerned. Possibly, the best way for governments and employers to demonstrate a positive interest would be for them to join in providing the funds for high level postdoctoral fellowships to be awarded for research in another CDCC state to carefully selected candidates who have gained a doctorate by research and show a high potential for further independent research. Manufacturing and service industries, as well as universities, could enhance the standing of such fellowships by open declaration of willingness to consider holders of such fellowships for subsequent employment. Universities could help further by cooperating to ensure that only the most able candidates were selected for such fellowships. It would certainly be an advantage if any such fellowship scheme could be associated with the name of a distinguished European. The emphasis in such a scheme

would be on achieving high academic quality rather than awarding a high number of fellowships with the aim of providing clear evidence of the serious intention of all concerned to promote postgraduate and, in this instance, particularly postdoctoral mobility.

A general increase in the level of postgraduate mobility would have to be achieved in other way, however. Some of these have been outlined in chapter 1. For the purposes of the present discussion they may be grouped into two categories, namely:

- integrated bilateral and reciprocal exchange schemes; and
- courses (and workshops) designed for participants from a wide range of European and other countries.

In the first category possibly a single student, but more usually a group of students, from one university will spend a period studying in a university in another country. For students on postgraduate courses it would be important to make the period of studies abroad serve as closely as possible as a direct substitute, in academic terms, for any studies that would otherwise have been taken in the home university. In that way the maximum credit should be given for the study undertaken abroad so that, if possible, any lengthening of the course is avoided. For research students, with their more flexible programmes, such a high degree of integration is not necessary. However, the period of research abroad should form an integral part of the overall programme, with particular attention being given to the possibility of using that period in the foreign university to gain access to expertise, equipment, techniques, source material and so on that may not be available in the university. Valuable methods for arranging and supporting such schemes are described in the paper on the IAS one in the Federal Republic of Germany (10) which could usefully be adopted as a model to follow.

Unlike the reciprocal arrangements, courses which are intended to encourage general intra-European mobility are designed to attract students from a range of countries. Each participant is thus likely to meet others from a variety of other countries. For present purposes, these courses may be divided into the two categories defined in chapter 1, namely:

- *European Credit Courses* of the type described in the Secretariat paper already referred to in which credit are given which count towards the award of a postgraduate degree or diploma; and
- *European Intensive Courses* and Summer Schools, where the motivation is the imparting or receiving instruction in recent research developments or in rapidly evolving fields of study, where the award of credits is of less importance than the gaining of the specific knowledge forming the topic of the course.

The *European Credit Courses* can be of two types, namely:

- courses conducted by one university which are aimed specifically at foreign students and in which, in addition to tuition in a specific topic (which is often the language of or some aspect of the legal system or social structure of the host country) a conscious effort is made to introduce the students to aspects of culture of the host country; and
- courses planned and conducted at a European level drawing on expertise from a range of CDCC Member States and from outside Europe, if necessary, aimed at participants from Europe and the Third World; under the management of a team of experts from various European universities.

Short intensive courses (often called Summer Schools) have for a long time been used to disseminate knowledge of new developments to postgraduate students and to researchers at all levels. They may be organised by:

- individual universities;
- scientific societies, usually on a national basis;
- a group of nations acting in a regional consortium; and
- a multinational group under the aegis of a body such as the Council of Europe.

Courses organised according to the first two methods usually rely mainly on local expertise supplemented by some foreign experts for the teaching with students coming from the home country — foreign students are often welcome, but not specifically encouraged. A good example of the third method of organisation is provided by the Nordic Research Courses, the marked success of which may, in part at least, be attributable to the strong cultural and linguistic links that exist between the countries concerned.

The *European Intensive Courses* of the Council of Europe also depend on the cultural and educational links between Member States established through the CDCC and CC-PU. They draw for membership of their organising committees and for their teachers on the range of expertise available in Europe and, if necessary, outside Europe. As has been seen, the participants (students and teachers) usually come from a fair spread of Member States (10 on average). While students from the third world are welcome, the travel costs involved in attending such courses makes their participation unlikely unless they are already in Europe for postgraduate study or research. If it is wished to increase the proportion of Third World participants it might be necessary to provide special scholarship with that end in view.

The *European Intensive Courses* are quite often the product of discussions at *European Workshops* to which participants (including representatives of employers and postgraduate students) from a number of European countries have contributed. At these workshops it is possible to consider postgraduate training needs at a Eu-

European level and to draw on European experience and expertise in deciding how to meet those needs. The solutions proposed may cover the range from European Intensive Courses to curricula for complete postgraduate courses for implementation either at an international level or by individual universities, if they so wish.

One of the strengths of the European Intensive Courses and Workshops is that it has been possible to implement a significant number of them within the limitations of a very modest budget. The Council of Europe contribution to the budget is usually a minority one. The fact that an intensive course or workshop has received approval from the Council of Europe is sufficient to enable the organisers to persuade other international and national bodies to provide financial support. Some Member States have helped by acting as hosts to some intensive courses and workshops. This generally involves making a financial contribution at least as great as that of the Council of Europe. It would certainly help if other Member States were to follow that generous example.

Credit of transfer

It is doubtful if the present level of intra-European mobility is sufficient to justify the establishment of a European agency to assist in credit transfer arrangements. The possibility that the costs of a European Agency to assist with credit transfer arrangements solely at the postgraduate level (which would be a much smaller scale operation) might not exceed a level which governments of Member States might find acceptable does merit further exploration, however.

Until such an agency exists, it might be advantageous to concentrate on promoting intra-European mobility, within the context of the groupings of universities which have arisen, or may arise, from European Associations of Research Labora-

tories in various subject areas, on a regional basis, on the basis of twinning or in similar arrangements. In such schemes credit transfer arrangements would arise naturally in the course of reciprocal arrangements. Other administrative advantages can arise from such reciprocal arrangements.

Reception of foreigners and language problems

The quality of reception that a foreign postgraduate student or postdoctoral fellow will receive will inevitably vary from one host country to another and even from one host university to another. Because the foreigner has been accepted as a visitor the reception is likely to be a friendly one and positive to a degree. What is likely to be more uncertain, however, is the extent to which the particular needs of the foreign visitor are appreciated by the hosts. Those needs will vary depending on the extent to which the academic and social customs of the host country differ from those of the foreigner's home country. The extent to which those needs are understood by the hosts will depend on the degree to which they are able to communicate in a language which both understand adequately for that purpose.

One advantage that would arise from the use of a European Summer Term as a time in which to receive short-term visitors from other European universities would be that it would concentrate the reception of a significant proportion of each university's foreign visitors into a short period in the year, at a time free from undergraduate teaching commitments. Hence it should be possible for a university to provide student accommodation and refectory services for foreign postgraduates and to mobilise its computing and library services to meet the needs of both visiting and its own postgraduates. It is essential to ensure that the visitors derive both cultural and scientific benefits from their

period at a foreign university. If the visitors, or most of them, are coming from foreign universities with which the home university already has formal links through one or more of the various networks already described above, then, presumably, it will already have, or will be in the process of developing, administrative arrangements for the reception and care of visiting postdoctoral fellows and postgraduate students. Such arrangements will doubtless have been the outcome of joint discussions and will be of a reciprocal nature. In particular, specific links between two universities should make it easier, through mutual aid, to ensure that visitors from one university to another will have adequate preparation in the language of the host country.

Some universities have established offices to deal with the reception and care of foreign students and this practice should be encouraged.

The Working Party on Student Welfare Services that met in Alcalá de Henares (Madrid) in September 1983 should be asked to continue its work, but giving high priority to the needs of postgraduate students studying or researching abroad.

Financial and government aid

If postgraduate and postdoctoral mobility is to flourish there must be both moral and financial support for it from the governments of Member States. It should not be difficult to persuade those governments that, if European attitudes, culture and scientific achievements are to make a significant contribution to the future of mankind, it will need to be on a cooperative basis. Furthermore, the fostering of European attitudes, culture and scientific achievements should be cradled in a community of European universities. To that end a European outlook needs to be fostered not only among the staff of the universities who will teach the students but also among postdoctoral fellows

and postgraduate students whose very training is directed towards the goal of key posts in university teaching and elsewhere.

Reservation are likely to be expressed by governments, however, unless they can be reassured on two counts, which are:

- that support of postgraduate mobility is not an 'open-ended' financial commitment; and
- that such funds that they do make available will be used as effectively as possible to achieve the end in view.

It should be possible to provide both assurances. Firstly, by putting the emphasis on the development of mobility at the postdoctoral and postgraduate level (while doing nothing to diminish the present level of undergraduate mobility, which should be maintained) the scale of the operation is automatically limited to one of modest proportions that can have only a minor impact on national edu-

cation budgets. Secondly, by asking that any additional funds (over and above present commitments) to be made available for the promotion of postdoctoral and postgraduate mobility, should in the main, be devoted to the support of arrangements developed under the aegis of and approved and monitored by the Council of Europe, effective use of those funds should be ensured.

Government support is needed under two main headings one of which requires direct funding while the other involves indirect aid. Under the first heading come:

- maintenance of National Equivalence and Mobility Information Centres with, in some instances, some enhancement to achieve a consistent standard across Member States of availability of information and statistics to support, in particular, postdoctoral and postgraduate mobility;
- provision of funds for high

level postdoctoral fellowships for periods of research in another Member State, together with provision of funds for short term fellowships to support reciprocal schemes;

- provision of funds and other support on an occasional basis to permit a national university act as the host centre for an appropriate European Intensive Course, Workshop or Credit Course.

Under the second heading are:

- exemption of universities from any requirement to charge:
 - differential fees to foreign students; or
 - 'economic' rates for use of facilities or services in connection with courses, seminars or workshops organised under the aegis of the Council of Europe or in connection with reciprocal postdoctoral or postgraduate exchanges effected under arrangements approved by the Council of Europe;
- provision for visiting post-



doctoral fellows and post-graduate students, visiting under Council of Europe approved schemes, for the period of an approved visit and, possibly, one month beyond;

- of medical care and access to student welfare services, under terms that are not less favourable than those available to students of the host country;
- of cheap travel facilities, such as are often available to students of the host country or to foreign tourists;
- of cheap access to museums and places of cultural or historic interest where admission charges are made; and
- of reduced rate schemes for concerts and theatres.

Some kind of Council of Europe 'Passport' issued for a visit to a specific country for a specific period might be needed to provide access to the privileges just described.

Governments are sometimes more ready to support proposals of the kind outlined above, provided that the arrangements are seen to be reciprocal ones. They should be urged most strongly, however, not to insist strictly on one-for-one exchanges, but to accept that, provided that the outflow of their own nationals at the post-doctoral and postgraduate level approximately matches the inflow of visitors from other Member States at that level, then, for practical purposes, reciprocity has been achieved.

This report has looked at past and some possible future developments in intra-European post-doctoral and postgraduate mobility in the light of the experience and reflections of the Council of Europe. However, that experience and those reflections have generally been shared with other international bodies. In the future, as in the past, the cooperation of all those with a common objective will enable more to be achieved. In terms of intra-European, the full cooperation of European

bodies such as the Commission of the European Communities, European Science Foundation and European Rector's Conference would be invaluable in the promotion of academic mobility. In order to promote greater mobility between Europe and the third world it would be necessary to cast the net even wider.

3. RECOMMENDATIONS

1. The Capelle report recommendations

A key recommendation of the present report must be:

- that the Standing Conference on University Problems (CC-PU) should re-examine the Capelle recommendations and should, where it reaffirms them, assess what progress has been made towards meeting them and decide what still remains to be done and how it is to be achieved.

2. National Mobility (and Equivalence) Information Centres

Enquiries made in the course of the preparation of this report, have shown that not all centres are able to provide the same range of information, at least at the postgraduate and post-doctoral level. In order to achieve a more uniform ability to provide such information, the CC-PU should:

- a) continue to facilitate that coordination of the work of the Mobility and Equivalence Information Centres by means of periodic meetings of Heads of Centres;
- b) through the appropriate channels, seek to persuade governments to enhance the support given to the centres where that is necessary;
- c) refrain from imposing unnecessary burdens on the centres such as asking for detailed lists of projects and equipment to be prepared; and

- d) refrain from diverting the centres from this main purpose of maintaining the flow of information by asking them to advise on the mechanics of mobility.

3. The Student Handbooks

It is important that the *Council of Europe* should enter into discussions with the Commission of the European Communities with the hope of establishing:

- a) the frequency of publication of the handbooks and, if possible, agreeing on a timetable to coordinate publication;
- b) the extent to which it would be possible to enhance the level of information on post-graduate and postdoctoral mobility in these publications; and
- c) the possibility of distinguishing in the presentation between information relating to long (full course) and short (part course) visits where a difference exists.

4. Supplementary Information

The CC-PU should consider asking:

- a) all national information centres to maintain files giving the current *national information relating to post-graduate and postdoctoral mobility*;
- b) to maintain that information in two or three languages (English, French and the national language or languages where that or those are different); and
- c) to make that information readily available at minimal costs to other national mobility information centres or to *bona fide* enquirers.

5. Statistical information

The CC-PU should seek to ensure that:

each Member State collects and makes available to the Council of Europe annual re-

turns of the numbers of postgraduate students and postdoctoral fellows visiting its universities and similar institutions

- (i) from each European country, or at least each CDCC Member State, individually; and
- (ii) the rest of the world, with, if possible, separate returns for Canada and USA

From that information it would be possible to prepare statistics of intra-European or at least intra-CDCC postgraduate and postdoctoral mobility.

6. Inter-university cross-border agreements

The CC-PU is recommended to decide:

- a) which types of agreements it wishes to foster, such as
 - (i) European Associations of Research Laboratories
 - (ii) Regional Transfrontier Groupings of Universities
 - (iii) Twinning of Universities to encourage North-South links; and
 - (iv) other possibilities.
- b) how it will encourage participation in such schemes, by methods such as
 - (i) giving formal recognition to associations and groupings of universities that conform to the schemes it has approved under (a);
 - (ii) asking Member States to make available funds to help with the organization of reciprocal exchanges and other inter-university cooperation at the postgraduate level;
 - (iii) asking Member States to grant special concessions to visiting postgraduate students and postdoctoral fellows coming from other Member States under arrangements, particularly reciprocal ones, made within such schemes, in-

cluding
— travel facilities
— medical care
and so on; and

- (iv) seeking the cooperation of CRE, ESF, EEC and others, as appropriate, to further such schemes and agreements.

7. Other forms of Inter-university cooperation

The CC-PU is recommended to continue, extend, encourage, or develop as appropriate, the following:

- a) The European Programme for the improvement of postgraduate training;
- b) European Credit Courses at postgraduate level conducted on the basis of inter-university cooperation;
- c) European University Centres (e.g. the Centre for Cultural Heritage at Ravello) or European Advanced Study Institutes; and
- d) International Postgraduate Summer Schools which introduce students from other Member States to the culture of one Member State as a contribution to the preservation and wider understanding of the individual cultures on which European culture and cooperation depend for their strength.

8. Other forms of support for postgraduate and postdoctoral mobility

The CC-PU is strongly recommended to seek the support of Member Governments and, as appropriate, European Industry for:

- a) the provision of high level postdoctoral fellowships to permit research graduates of high ability to continue research in another European country for one or two years; and
- b) the provision of other short term postgraduate fellowships to permit postgraduate students and postdoctoral workers to participate as appropriate in the

cooperative and exchange activities listed under (6) and (7) above.

- 9. The CC-PU should establish a small working party to advise it on the implementation of recommendations (6), (7), and (8).

10. Links with industry

Any help that European industry and commerce can provide to universities in Member States in terms of:

- information on opportunities for training (paid or not); or
- lists of courses, lasting one to several months

which might be suitable for graduates from other European countries can only be helpful to postgraduate and postdoctoral mobility and the experiment at present under way should be watched with close attention by the CC-PU.

11. The European Summer Term

The idea of concentrating, as far as possible, all postgraduate exchanges, European research Seminars, workshops and intensive or credit courses into the Summer months in a European (Summer) Term has many advantages and doubtless some disadvantages, but it would seem worthwhile to explore the possibility with European universities through the good offices of bodies such as CRE as well as in the CC-PU itself. In that context it is important to remember that not all the categories of higher education institutions represented at the CC-PU are also represented at C.R.E.

12. Student welfare services

It is recommended that the CC-PU encourages the Working Party on Student Welfare Services (Alcalá de Henares, Madrid Meeting, but to give, in the short term, particular attention to the needs of postgraduate

students and postdoctoral fellows.

13. Language problems

It is *recommended most strongly to the CC-PU* that:

- a) it seeks the help of universities (and of governments, where financial help is needed) to achieve the Capelle recommendations, Nos. 15, 16 and 17;
- b) it seeks to persuade universities that by entering into one or more of the following:

- reciprocal exchange agreements;
- regional transfrontier groupings;
- twinning schemes; or
- similar alternative arrangements;

it would be possible for the following advantages to be gained:

- limiting the number of foreign languages in which it would be necessary for each university to ensure at least a threshold level of competence for its postgraduates and staff to achieve as a prelude to mobility;
- enabling two universities engaged in reciprocal exchanges to provide mutual aid in terms of language teaching needed to permit such exchanges to succeed.

14. Credit transfer

The cost of maintaining credit transfer agencies and the difficulty of persuading universities to accept any decisions other than their own on credit transfer leads to the *recommendation to the CC-PU* that, if possible, it avoids the issue by encouraging universities to engage in reciprocal exchange schemes with built-in credit transfer arrangements.

15. Definitions of postgraduate and postdoctoral

36 It is *recommended to the CC-PU*

that, having heard any views expressed at the Rome Conference, it asks a small working party (possibly its own Bureau) to advise it on this matter.

16. Academic staff mobility

Since the moral support for postgraduate and postdoctoral mobility is likely to come from academic staff who have had such experience themselves, it is, accordingly, *recommended to the CC-PU* that academic staff mobility is an essential factor in postgraduate and postdoctoral mobility.

The value of conducting a survey similar to that reported above but conducted on a wider basis should be assessed.

17. Government attitudes

Since governments are always anxious about requests for increased expenditure, a realistic estimate of the costs involved should be prepared by those competent to do so for any of the foregoing proposals that the CC-PU feels worthy of implementation. If necessary an order of priorities should be established.

At the same time governments should be left in no doubt as to the advantages both nationally and on a European plane of postgraduate, postdoctoral and, indeed, academic staff mobility.

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sintesi

Mobilità e insegnamento al livello post-laurea

Le iniziative degli anni '50 in materia di equivalenza dei titoli di studio, dei curricula e delle qualifiche universitarie e, più di recente, la pubblicazione del «rapporto Capelle» sulla mobilità di studenti, laureati e ricercatori (1981); la costituzione dei Centri Nazionali di Informazione sulla Mobilità e l'Equivalenza, nonché molti incontri, seminari e gruppi di studio hanno rappresentato tappe fondamentali dell'attività svolta dal Consiglio d'Europa a favore della mobilità.

Ogni intervento in questo campo, al livello «post-graduate» e «post-doctoral», deve fare i conti con la molteplicità di situazioni esistenti, a causa tra l'altro della disparità di normative dei vari paesi.

Le stesse forme attraverso cui la mobilità si realizza, d'altronde, sono molto diversificate, spaziando dalla mobilità «involontaria» a quella organizzata nell'ambito di progetti e programmi di cooperazione.

Le opportunità di cooperazione che riguardano laureati e ricercatori sono a loro volta notevolmente diversificate, e consentono ampie possibilità di scelta; tra le possibilità esistenti, si possono citare i corsi estivi di aggiornamento (European Credit Courses), le collaborazioni tra singole istituzioni scientifiche, la cooperazione università-industria, la cooperazione in-

ter-regionale ed inter-universitaria, le collaborazioni svolte tramite l'associazione di laboratori di ricerca, i programmi europei di addestramento e specializzazione (workshops e corsi intensivi).

Il fattore determinante per la scelta si rivela la reperibilità dei finanziamenti destinati a sostenere le varie forme di cooperazione. In questo senso, uno degli aspetti fondamentali del problema è la necessità di selezionare, sulla base delle risorse disponibili, le attività essenziali per sostenere il livello minimo della mobilità. In secondo luogo, andranno individuate le attività che, rispetto alle risorse impiegate, permettono il maggiore innalzamento del livello della mobilità stessa.

Condizione primaria per l'incremento della mobilità in tutti i suoi aspetti è l'organizzazione e diffusione dell'informazione. Un ruolo fondamentale è svolto a questo proposito dai Centri Nazionali di Informazione sulla Mobilità; ad essi è richiesta la raccolta di dati statistici sulle possibilità di cooperazione con altri paesi al livello post-laurea e post-dottorato, e la loro diffusione.

È necessario altresì che vengano create le condizioni — a livello accademico e amministrativo — atte a favorire lo sviluppo della mobilità, con la creazione ad esempio di borse di

studio post-dottorato da utilizzare in paesi membri del Consiglio d'Europa. Nella loro assegnazione, il criterio da seguire dovrebbe essere l'elevata qualità scientifica, piuttosto che la quantità.

Altra condizione favorevole è lo sviluppo dei Corsi Europei (European Intensive Courses, European Credit Courses) e di Seminari Europei di aggiornamento. Queste forme di cooperazione costituiscono uno strumento idoneo a soddisfare i bisogni di apprendistato dei laureati, ed offrono inoltre il vantaggio di poter essere organizzati con uno sforzo finanziario assai modesto.

Più in generale, per quanto riguarda gli oneri finanziari della mobilità post-laurea, essi sono assai ridotti (date le limitate dimensioni del fenomeno); ciò dovrebbe facilitare l'adozione di un atteggiamento disponibile ad uno spirito cooperativo da parte dei governi.

Inoltre il patrocinio e la supervisione del Consiglio d'Europa sui progetti, gli accordi, le attività in questo campo dovrebbe assicurare i governi circa l'effettivo utilizzo delle risorse finanziarie rese disponibili. Altro elemento favorevole è infine la dimensione di reciprocità nello scambio internazionale che la mobilità post-laurea e post-dottorato rende possibile realizzare.

résumé

Mobilité et enseignement au cours des formations post-universitaires

Dans le cadre de l'activité du Conseil de l'Europe, en faveur de la mobilité, les initiatives, qui remontent aux années '50,

en matière d'équivalence des diplômes, des curricula et des qualifications universitaires, sans compter la publication,

plus récente, du «Rapport Capelle» sur la mobilité des étudiants, des licenciés et des chercheurs (1981) et la consti-

tution des Centres Nationaux d'Information sur la Mobilité et l'Equivalence à côté de nombreuses rencontres, de séminaires et de groupes d'études, représentent des étapes fondamentales.

Chaque intervention, dans ce domaine, à un niveau «post-graduate» et «post-doctoral» doit tenir compte du fait que, dans les divers pays les situations sont très différentes, puisque différentes sont les normes législatives qui les régissent.

Les formes mêmes, à travers lesquelles se réalise la mobilité sont d'ailleurs très diversifiées; elles vont de la mobilité «involontaire» jusqu'à une mobilité «organisée» avec des projets et des programmes de coopération.

Les possibilités qui existent pour les licenciés et les chercheurs, dans le domaine de la coopération, sont, à leur tour, très diversifiées et elles laissent de vastes possibilités de choix. Nous pourrions citer les cours de perfectionnement (European Credit Courses) qui se déroulent pendant l'été, les collaborations entre les différentes institutions scientifiques, la coopération inter-régionale et inter-universitaire, les collaborations qui passent à travers l'association de laboratoires de recherche, les programmes européens de formation et de spécialisation (workshops et cours intensifs).

Le facteur déterminant pour le

choix est représenté par la possibilité de trouver des financements destinés à couvrir toutes les formes de coopération. A cet égard, un des aspects fondamentaux du problème est représenté par la nécessité de sélectionner, sur la base des ressources disponibles, les activités essentielles pour permettre le niveau minimum de mobilité. Il faudra, en deuxième lieu, définir les activités qui, par rapport aux ressources utilisées, font en sorte que le niveau de la mobilité même s'élève le plus possible.

L'organisation et la diffusion de l'information viennent en premier lieu dans le cadre de l'augmentation de la mobilité dans tous ses aspects. Les Centres Nationaux d'Information sur la Mobilité jouent un rôle important dans ce domaine; il doivent réunir des données statistiques sur les possibilités de coopération avec d'autres pays à un niveau «post-diplôme» et «post-doctorat» et doivent veiller à ce que ces données soient diffusées. Il faut également qu'on crée des conditions — à un niveau académique et administratif — aptes à faciliter le développement de la mobilité, en introduisant par exemple des bourses qui peuvent être données à des candidats, ayant déjà obtenu leur doctorat, dans les pays membres du Conseil de l'Europe. En attribuant les dites bourses, on devrait tenir compte de la qualité scientifi-

que du travail du candidat, plutôt que de la quantité de ses œuvres.

La promotion des Cours Européens (European Intensive Courses, European Credit Courses) et de Séminaires Européens de Perfectionnement constitue une autre condition favorable à l'amélioration de la mobilité. Ces formes de coopération constituent un instrument apte à satisfaire les besoins en matière d'apprentissage des licenciés et elles ne comportent pas un investissement financier très élevé.

D'ailleurs, les coûts de la mobilité, concernant des étudiants déjà licenciés, ne sont pas onéreux, puisque le phénomène est limité; ceci devrait faciliter la disponibilité des gouvernements à l'égard d'un esprit de coopération.

Les gouvernements reçoivent une garantie pour ce qui est de l'utilisation réelle des ressources financières disponibles, puisque le Conseil de l'Europe assiste et supervise les projets, les accords et les activités dans ce domaine. Nous mettrions, pour conclure, l'accent sur un autre élément favorable aux positions que nous venons de prendre: la mobilité des stagiaires, ayant déjà obtenu leur diplôme supérieur ou leur doctorat, facilite la réalisation de la dimension de réciprocité dans l'échange international.



Conditions of academic mobility

Proposals to promote academic mobility among the students, teachers and researchers of the CDCC member states, between those states and non-members states, especially in the Third World

by Alfredo Razzano

1. Universities, by birth and by nature, form a learning and training community which transcends frontiers and maintains close ties with the international world of teaching, research and culture. The true mainspring behind the mobility of teachers, researchers and students is the uniqueness of culture, even in geographical terms.

As part of their commitment to promoting a European cultural policy, the CDCC member countries have rightly given priority to projects likely to foster academic mobility.

2. However, a number of limitations may hamper the development of organised mobility. The main ones are listed below, in no particular order:

- a. ignorance of language;
- b. the high costs of travel, temporary residence abroad and, very often, university fees;
- c. highly fragmented administrative procedures and often exhausting red tape;
- d. difficulties surrounding the recognition of study periods spent abroad by students and, in career terms, of research and teaching periods

spent in foreign universities by teachers and researchers;

- e. inadequate information on comparability, universities and social assistance services both in the country of origin (before departure) and in the host country;

- f. difficulties in offering teachers and researchers from foreign universities suitable accommodation and living conditions. Many universities do not have direct control over housing and catering services, which are available only to students. This means that cooperation in teaching and research — which involves periods of several months — depends on housing foreign visitors in hotels;

- g. almost universally inadequate scientific evaluation of the results of bilateral and multilateral mobility programmes, which prevents the accumulation of experience and the growth of public awareness in favour of allocating resources to academic mobility.

3. Despite these difficulties, statistics show a very wide-

«Tailor-made», «ready made» and «ready-to-wear» mobility patterns

spread increase in academic mobility, indicating a heightened awareness of its importance. It might be useful to describe the three different ways in which mobility operates.

3.1 First of all, there is «informal» or «unofficial» mobility, «without guarantees», or in more positive terms, «tailor-made» to fit individual requirements.

As far as students are concerned, it means independent enrolment at a foreign university. Motivations vary considerably. It must also be remembered that in many countries the number of foreign students has been limited over the past few years by stringent admission regulations.

«Informal» mobility among teachers and researchers is difficult to define. A personal acquaintance, an encounter at a conference or a telephone call can give rise to a joint research project, a period of contract teaching in a foreign university or an exchange of students for thesis supervision. It is even possible to grant formal temporary leave from the university of origin, as it is facilitated by differences in the organisation

of the academic year, especially between universities on different continents.

This type of mobility often produces excellent results, as with a tailor-made garment. But it can also yield irreversibly negative results, when the tailor is incompetent, as it were.

Teachers and researchers generally manage to choose the right tailor or prefer to organise their own tailor-made programmes, which reduces the risks of failure. The same cannot be said of students, who have less or no experience. This may explain the existence of stringent admission regulations, which should reduce the risks of failure by introducing proper selection.

3.2 A second approach, which has been booming over the past few decades, is «guaranteed» and «organised» mobility, which can also be described metaphorically as «ready-made». Based on bilateral and multilateral programmes, it is socially and economically cheaper than «tailor-made» mobility. The results can be excellent for normal and average «sizes», if the organising agencies are capable and experienced. However, they are thoroughly unsatisfactory for difficult or special «sizes», i.e. teachers, researchers and students with highly individual requirements for training and research abroad. This type of mobility also covers research fellowship schemes for students, researchers and teachers, provided that they are not confined to financial aid. In practice, besides the «guarantee» of financial aid, this type of scheme is distinguished by «organised» mobility for groups of users as part of inter-university cooperation. A classic example is the birth and growth of the University of Mogadishu in Somalia, which developed — over a period of more than ten years — thanks to the decisive contribution of Italian university teachers and researchers, along lines systematically planned and assessed by a joint commission set

up under the cooperation agreement between Somalia and Italy. In addition, the opportunity afforded to several teachers to take part in entirely new and extremely interesting educational, research and operational experiments has resulted in cultural advances and the establishment of international links in the various Italian universities concerned with the project (see P. Malesani, «La cooperazione universitaria con i paesi in via di sviluppo: le iniziative italiane», *Universitas*, 4, No. 9, July-September 1983, pp. 21-26).

A special feature of the scheme is that the results of mobility projects are systematically assessed by a special commission (failure to evaluate the results of programmes is listed under 2 (g) as one of the limitations hampering the development of mobility). Detailed evaluation of results is also a part of the Joint Studies Programmes, a higher education cooperation project run by the European Community. Since 1976 hundreds of programmes have been carried out between the universities of the ten EEC countries. About 50% are based on student mobility, the other half being divided between teacher mobility programmes and programmes for the preparation of courses and teaching material, which do not actually require students and teachers to travel. Joint Studies Programmes give rise to agreements between two or more universities, under which:

- a. students must have the opportunity to attend a part of their courses in at least one of the universities taking part in the programme in another member state;
- b. parts of the course offered by each university can be taught by teachers from at least one university in another member state;
- c. study courses or parts of courses can be organised jointly and integrated into the curricula of all the participating universities, even if there are no plans for student

or teacher exchanges (see *Delta*, information bulletin on the Joint Studies Programmes of the Commission of the European Communities).

The youth exchange programme between the United States and the other countries of the group of seven most highly industrialised countries was launched in the academic year 1983-84. In Italy the programme is run by the RUI Foundation and known by the initials PRIUS. The basic requirement is for students taking part in the programme — about 80 in the first two years — to follow part of their curriculum in a university in the other country: Italian students spend a semester in an American university and American students an academic year in an Italian university. Courses in which students are successful (i.e. pass an exam) are directly integrated into the American students' curricula, without further formalities; whereas the decision whether and how to incorporate the Italian students' courses into their curricula rests with the faculty council of the university of origin, and the red tape leading up to this decision is extremely complex.

The programme provides for students to take part in cultural activities as a supplement to their academic work, e.g. an introduction to life and universities in the host country during the first week and an intensive language course. The length of the course ranges from a minimum of one month to several months prior to enrolment at the university, depending on the individual case. A board of university teachers responsible for evaluation sets out to identify the towns, universities and courses best suited to this type of exchange, devise effective, more straightforward administrative methods for recognising studies done abroad and locate the most suitable and least costly forms of accommodation which will also assist students' integration into the life of the

host country.

3.3 The past few years have witnessed the development of mobility programmes which might be described as high-class «ready-to-wear»: they are organised by specialised agencies and therefore standardised to some extent, but can be adapted to suit the individual requirements of students, teachers and researchers.

An example of a «ready-to-wear» programme is the RUI Foundation's «Three Ps» (Perfeccionamiento Para Postgraduados) project, which enters its sixth year in 1984-85. It is designed to offer young Latin American graduates initial and advanced vocational training in Italy and has so far catered for about 20 researchers from Ecuador, Argentina, Peru, Guatemala, El Salvador and Costa Rica.

The programme relies for much of its success on the ethnic and cultural affinities between Italy and the geographical area of Latin America and also on economic complementarity.

The «Three Ps» project is based on the principle that developing countries are now able to identify independently the training sectors which require technical assistance from industrialised countries, on the basis of their own needs and priorities.

Thus the two basic criteria for carrying out the project are the technical and organisational feasibility of offering the training programme requested and the programme's compliance with the applicant country's objective development criteria.

In accordance with these principles the Foundation has associated Latin American universities with the project and entrusted them with promoting the scheme and making a preliminary selection of candidates. Consequently, applications to take part in the project are considered only if accompanied by a certificate of ability provided by one of these universities.

After selecting the candidates suited to take part in the project, the Foundation organises

the «training courses» they have to follow during their stay in Italy, contacting university teachers of relevant subjects. These teachers direct and follow their work and give them a share in current university research.

The scientific content of the project has been established through close cooperation between the Italian universities in which the fellowship-holders have worked: «La Sapienza» in Rome, Bocconi, Statale e Cattolica del S. Cuore in Milan, and Pavia. Many training courses have also been held in firms, organisations and educational establishments (e.g. the FAES — Famiglia e Scuola — Association in Milan).

In order to derive the greatest possible cultural benefit from their experience, in addition to any long-term mutual economic benefits for the two countries concerned, fellowship-holders spend a month in the Italian town of their choice before the start of the actual course, furthering their knowledge of the Italian language and culture and settling into the community and geographical environment they have encountered for the first time. Integration is facilitated throughout the academic year by accommodation in the RUI Foundation's halls of residence.

Systematic ongoing assessment of the project means that the training and research work offered can be adapted to suit the cultural and occupational requirements of each Latin American fellowship-holder.

The project is financed both by the RUI Foundation itself and by the Italian Ministry of Foreign Affairs, banks, industry and other foundations.

4. The limitations on mobility (see point 2) and the conclusions drawn from the assessment of particular mobility programmes (see point 3) suggest a number of guidelines for carrying out European programmes to promote academic mobility. A few general remarks will be followed by more detailed pro-

posals for teachers, researchers and students.

i. Once again «informal» mobility will be essential, for without it «ready-made» mobility schemes might well remain purely theoretical, divorced from reality and the actual requirements of academics. Precisely because of its informal nature, it should be directly controlled by the universities, which could allocate a part of their budgets to teacher and researcher travel and exchanges under agreements with other universities. As far as foreign students are concerned, a proper balance could be struck between free access and stringent bureaucratic restrictions, by introducing a cautious selection policy designed to ensure that candidates possess the requisite resources and cultural qualities to benefit from a university course.

If universities are to promote cultural policy fully and independently by carrying out mobility schemes, they must be provided with suitable low-cost accommodations for foreign teachers, researchers and students.

It would be helpful if international organisations could set up a data base on training opportunities abroad, including those specially geared to the cultural and occupational requirements of developing countries.

ii. The complexity of international relations, the growing number of universities and the often marked differences in level between teaching and research establishments make it advisable to back up academic mobility programmes with inter-governmental agreements and support from international organizations.

Mobility programmes must satisfy a number of requirements:

- a. they must adopt clear, practical goals which can be achieved within a reasonable time;
- b. they must provide for evaluation, even from the methodological point of view, once the goals have been reached;

- c. they must be suitable for large-scale reproduction, even with regard to financing.

To facilitate the settlement of the various housing, administrative and cultural problems, the management of mobility projects can usefully be entrusted to specialist agencies operating in close cooperation with the universities concerned (e.g. the programmes run by the British Council - UK, the NUFFIC Foundation - NL and the DAAD - D).

In each CDCC country a committee will have to be set up to evaluate the results of existing mobility programmes and periodical colloquies will have to be held between the people responsible for evaluation in the various countries.

The following are a few suggestions for carrying out mobility programmes and laying down standards to make the task easier.

A. Undergraduate students

- a. Rather than cultural «immigration» in the form of an entire study course abroad, the accent must be placed on programmes enabling students to do a part of their curriculum abroad. Normally, each student should spend a semester in a foreign university;
- b. with the help of the universities concerned, it is essential to solve the problems surrounding academic recognition of studies done abroad; the university in which the student is enrolled must approve the course to be followed abroad before the student's departure;
- c. the network of student welfare services must be open to foreign students and facilitate their integration into the host country;
- d. during the semester spent abroad arrangements must be made for students to take part in guidance, cultural and linguistic activities;

- e. the network of centres organizing programmes and providing information and documentation on mobility must be strengthened (or set up if it does not exist);
- f. guidance centres with special services for foreign students must be expanded (or set up if they do not exist) in all universities;
- g. meetings must be arranged between students from a given country who have already taken part in a mobility programme and foreign students taking part in a similar mobility programme in that country;
- h. the cost of the programmes will normally be shared by the governments, the universities, the agencies responsible for student welfare services and the students themselves.

B. Postgraduate students

- a. As a rule, all graduates doing postgraduate studies must spend a period abroad to prepare their theses;
- b. national legislation must make this easier; in Italy, for example, section 72 of DPR No. 382, 11 July 1980 provides that: «Students enrolled for a doctorate degree may spend training periods in Italian or foreign universities or research institutes. The supervisor's consent shall be required for periods up to six months and a reasoned decision by the entire teaching staff for longer periods. On no account may the time spent in an Italian or foreign university or research institute other than that in which the doctorate is being prepared exceed half of the period prescribed for completion of the doctorate degree. This restriction shall not apply in cases regulated by conventions»;
- c. university teachers from different countries must be encouraged to make contact

with a view to drawing up joint study and research programmes for postgraduate students preparing theses;

- d. every effort must be made, through contact between university teachers from different countries, to arrange «tailor-made» mobility programmes to suit the scientific and occupational requirements of each post-graduate student; special attention must be paid to Third World students, who have highly specific and individual specialisation requirements;
- e. integration and accommodation problems must be solved as for undergraduate students.

C. University teachers

- a. national legislation must allow teachers to travel for purposes of inter-university cooperation in teaching and research. DPR No. 382, quoted above, enables them to do this only for research purposes: «In order to guarantee and promote unfettered exchanges between teaching and research, the Dean may, on his own initiative, issue regulations authorising university professors with the status of 'full' or 'associate' professor, on request and after consulting the appropriate faculty council, to devote themselves periodically and exclusively to scientific research in Italian, foreign or international research establishments for no more than a total of two academic years in a decade» (section 17). These «sabbaticals» must on no account give rise to discrimination against the professors concerned in their academic careers;
- b. every possible assistance must be given in matters of accommodation and, in the case of periods exceeding a month, facilities must be provided for integrating the visiting professor's family into the host country.

sintesi

Condizioni della mobilità universitaria

Nonostante l'esistenza di molte difficoltà che possono ostacolare lo sviluppo, la mobilità universitaria è in aumento pressoché generalizzato, a dimostrazione della crescente consapevolezza della sua importanza.

Tre sono le principali forme di mobilità:

a) la mobilità «informale», realizzata autonomamente da studenti e docenti con mezzi propri. I risultati ottenibili in questo modo sono spesso ottimi, soprattutto per docenti e ricercatori, ma sono di frequente esposti a rischi di cattiva riuscita, in particolare per gli studenti;

b) la mobilità «organizzata», svolta attraverso programmi bilaterali e multilaterali di cooperazione tra università. I risultati di questi programmi sono in genere sottoposti a valutazione; ciò garantisce buoni risultati a costi sociali ed economici relativamente bassi, ma questi programmi sono spesso inadatti per esigenze molto personali di formazione e ricerca;

c) la mobilità «personalizzata», gestita da enti organizzatori in risposta ad esperienze specifiche di studenti e studiosi; un esempio di programmazione di questo tipo è il «Progetto Tre P» («Perfeccionamiento Para Postgraduados») della Fondazione Rui, destinato alla formazione ed al perfezionamento professionale in Italia di giovani lau-

reati dell'America Latina.

Le esperienze svolte in questi anni suggeriscono la formulazione di alcune valutazioni e proposte per favorire la mobilità universitaria.

a) La mobilità «informale» continuerà a svolgere un ruolo fondamentale, ed è bene che essa sia gestita direttamente dalle università; una politica accorta di selezione degli studenti stranieri dovrebbe mediare i due estremi del libero accesso e del rigido burocratismo. È necessario inoltre che le università dispongano di strutture logistiche adeguate per accogliere a prezzi ridotti il personale universitario straniero.

Gli organismi internazionali dovrebbero creare una banca dati sulle opportunità formative specificamente indirizzate agli studenti e studiosi provenienti da paesi in via di sviluppo.

b) La mobilità svolta attraverso programmi formali deve essere potenziata attraverso accordi inter-governativi e l'impulso degli organismi internazionali. I programmi devono avere obiettivi concreti e perseguibili, essere sottoposti a valutazione (del metodo e degli obiettivi), essere riproducibili su vasta scala.

La gestione dei progetti potrà essere affidata ad agenzie specializzate, e dovrà essere costituito un comitato di valutazione dei programmi esistenti.

c) Per gli studenti del 1° e 2° ciclo, vanno privilegiati i programmi che consentano di effettuare una parte del proprio curriculum di studi all'estero. L'università di provenienza dovrà approvare il piano di studi da seguire all'estero prima della partenza; i servizi sociali di aiuto, i centri di informazione e di orientamento dovranno facilitare l'inserimento degli studenti stranieri; i costi dei progetti saranno ripartiti tra i governi, le università, gli enti gestori dei servizi sociali di aiuto e gli studenti.

d) Tutti i laureati che frequentano un corso di dottorato (3° ciclo) dovranno effettuare un breve soggiorno all'estero per la preparazione della tesi; le legislazioni nazionali devono facilitare questa possibilità.

Dovranno essere favoriti i contatti tra professori di nazioni diverse, per predisporre ricerche in comune tra studenti e programmi di mobilità specifici per le esigenze degli studenti provenienti da paesi in via di sviluppo.

e) La mobilità dei docenti nell'ambito della cooperazione didattica e di ricerca deve essere facilitata dalle legislazioni nazionali (come è avvenuto in Italia con il DPR n. 382/1980); occorre agevolare inoltre la soluzione dei problemi di alloggio e l'inserimento nella vita del paese ospite.

résumé

Conditions de la mobilité universitaire

On assiste à une augmentation presque généralisée de la mobilité universitaire, ce qui prouve

qu'on a acquis une conscience plus grande de son importance et ceci en dépit de nombreuses

difficultés qui pourraient en entraver son développement. Il y a essentiellement trois diffé-

rents modes de réalisation de la mobilité universitaire:

a) la mobilité «informelle», réalisée autonomement par les étudiants et les enseignants avec leurs propres moyens. Les résultats que l'on peut obtenir par ce type de mobilité sont souvent excellents, surtout pour les enseignants et les chercheurs, mais il y a souvent des risques de mauvaise réussite surtout pour les étudiants;

b) la mobilité organisée, qui se réalise à travers des programmes bilatéraux et multilatéraux de coopération parmi les universités. Leurs résultats sont généralement soumis à une évaluation, ce qui garantit de bons résultats à des coûts sociaux et économiques relativement peu élevés. Ces programmes sont cependant souvent inadéquats pour des exigences très personnelles de formation et de recherche;

c) la mobilité «personnalisée», gérée par des organismes organisateurs en réponse aux exigences spécifiques d'étudiants et de chercheurs; un exemple de ce type de mobilité est le «Projet Trois P» (Perfeccionamiento Para Postgraduados) de la Fondation RUI, destiné à la formation et au perfectionnement professionnel en Italie de jeunes diplômés d'Amérique Latine.

Les expériences, menées au cours de ces dernières années, nous permettent de formuler des évaluations et des propositions destinées à favoriser la

mobilité universitaire.

a) La mobilité «informelle» continuera à jouer un rôle fondamental et il est souhaitable qu'elle soit gérée directement par les universités; grâce à une prudente politique de sélection des étudiants étrangers on pourrait arriver à un juste équilibre entre le libre accès et une restriction sévère et bureaucratique. Il est nécessaire également que les universités disposent de structures logistiques pour accueillir, à des prix réduits, le personnel universitaire étranger. Les organismes internationaux devraient créer une banque de données sur les possibilités de formation qui s'adressent, en particulier, aux étudiants et aux chercheurs originaires des pays en voie de développement.

b) La mobilité obtenue à travers des programmes formels sera renforcée par le biais d'accords intergouvernementaux et de l'impulsion d'organismes internationaux.

Les programmes devront avoir des objectifs concrets qui pourront être atteints; on devra pouvoir effectuer des évaluations (de la méthode et des objectifs) et ils seront reproductibles à grande échelle.

La gestion des projets pourra être confiée à des agences spécialisées et on créera un comité destiné à évaluer les programmes existants.

c) Pour les étudiants du 1er et du 2ème cycle, on doit privilégier les programmes qui leur

permettent d'effectuer une partie de leurs études à l'étranger. Avant le départ, la faculté d'inscription de l'étudiant devra approuver le plan des études qui seront par lui suivis à l'étranger. Les services d'aide sociale, les centres d'information et d'orientation devront faciliter l'insertion des étudiants étrangers; les coûts des programmes seront repartis entre les gouvernements, les universités, les organismes organisateurs des services d'aide sociale et les étudiants.

d) Les diplômés qui fréquentent des cours de troisième cycle devront effectuer un court séjour à l'étranger pour préparer leur thèse de doctorat; les législations nationales devront faciliter cette possibilité.

Il faudra encourager le contact entre les professeurs universitaires de différents pays pour la disposition de recherches en commun entre les étudiants et de programmes de mobilité spécifiques pour répondre aux exigences des étudiants provenant des pays en voie de développement.

e) La mobilité des enseignants dans le cadre de la coopération didactique et de recherche doit être facilitée par les législations nationales (c'est le cas de l'Italie avec le DPR N° 382/1980); il faut également faciliter tout ce qui concerne les questions de logement et d'intégration dans la vie du pays d'accueil.



«Complementarity» and «cooperation» conventions, as well as agreements at doctoral level: three types of proposals which might serve as a basis for regional inter-university agreements in Europe

Mobility in the framework of transfrontier regional cooperation

by Jean-Pierre Massué

INTRODUCTION

The Conference U 2000 (7-9 November 1983) on higher education and research policies towards the year 2000 recommended in its conclusions that inter-regional European university relations should be enhanced by agreements.

A distinction may be made between the two main types of regional inter-university agreements:

- transfrontier agreements;
- national agreements.

The first category corresponds to the recommendation presented during the U 2000 Conference on higher education and research policies approaching the year 2000 and taken up by the CC-PU (Standing Conference on University Problems of the Council of Europe), which has already resulted in the creation of a Conference of the Universities of the Upper Rhine: Basle, Freiburg, Karlsruhe, Strasbourg and Mulhouse.

The second category covers

agreements between universities of a single country: for instance the outline convention on tertiary education between the governments of the Swiss university cantons of Freiburg, Vaud, Neuchâtel and Geneva. Such national agreements could serve as moorings for regional groupings on a European scale.

We shall deliberately limit this report to three types of proposals which might serve as a basis for regional inter-university agreements.

PROPOSALS FOR REGIONAL INTER-UNIVERSITY AGREEMENTS IN EUROPE

Three types of agreement will be covered: according to their use at different levels of university education:

- A. agreements covering all levels of university education, which we shall refer to as «complementary» agreements;
- B. agreements at tertiary level

(graduate students) which we shall refer to as «cooperation» agreements;

C. agreements at doctorate level.

A. Regional complementary agreements

It is presupposed with this type of agreement that a convention has been adopted between two or more universities whereby preference is given to the teaching of certain subjects in some universities but not others. In most cases these will be subjects of interest to a limited number of students and requiring a high degree of specialization on the part of the teachers. The result of such an agreement will be that students from the other universities will go to the university which provides the necessary teaching, and that their home university will take this period into account in their study programme. It is easy to see the effect of

this type of agreement on student mobility and on the choice of research carried out in universities. An example will be found in the Outline Convention at tertiary level in French-speaking Switzerland.

B. «Cooperation» agreements

This type of agreement is described, without any claim to exclusivity, at tertiary level (graduate students). It takes the form of a convention between two or more universities in order to co-operate in providing specialised instruction in a single university, with the aid of specialists from various universities, and so give the highest level of scientific education to students from various universities and in particular those which are parties to the cooperation agreement. This type of agreement corresponds in spirit to that of the European programme for developing the training of graduate students, as expounded in Mr. J. Salmon's report (Mobility and postgraduate education (DE-CS/ESR Mob (84) 9). The report is here published in a shortened version with the title Post-graduate and postdoctoral mobility). In order to put such teaching into effect, a university party to such an agreement may specialise in the field concerned. Universities may also take it in turns to provide specialised instruction at this level.

C. Agreements at doctorate level or an asymptotic approach to the «European doctorate» concept

This agreement here mooted is based on the principle of «shared theses», whereby the preparation and award of a doctor's degree take place under an agreement between two or more universities; several levels of learning may be considered as capable of leading pragmatically to the concept of a «European doctorate».

i. Shared theses with alternating courses

The practice of alternating courses, accompanied by joint supervision of the thesis should be systematically developed between European education and research establishments.

According to this principle, an agreement is drawn up on an *ad hoc* basis between Universities A and B, whereby a student from University A registers for his thesis in both Universities A and B, carries out the first stage of his research in University B and completes it in his home university. The thesis then is presented to a jury composed of the members of Universities A and B and the doctorate is awarded by both universities.

i.i. Shared theses with alternate courses requirement

a. Doctorate common to two or more universities

A common arrangement, based on a practical approach, should be envisaged at this level. It is essential, indeed, to avoid imposing a structure «from on high» if it is desired to circumvent the obstacle of the equivalence of diplomas properly so-called.

The following procedure may be envisaged in practice: two universities are accustomed to cooperation in a specific sector. After verifying the homogeneous scientific levels of the laboratories concerned (education and research), they may decide, while respecting their autonomy, to award a joint doctorate in this sector, subject to the students enrolled for the programme observing a minimum degree of mobility (to be defined in the agreement).

There must be no obligation for alternate courses or joint supervision, for, if either were to be a prerequisite, it would fall under the same category as the bilateral agreement mentioned under C (i), which would make it difficult, if not impossible, to extend the procedure to other

higher education establishments.

b. Towards the «European doctorate»

This is a question of extending the concept of a doctorate common to two universities. In the discipline concerned, doctorates awarded by one university would thus be recognised by the other. A third could then be added, according to the same criteria, then a fourth, etc., since the system is based on free scientific recognition, guaranteed by the concern of each university to ensure that the doctorate awards are of the best possible quality.

Once these liaisons have been established and the usual recognition decisions have been taken by the universities, a European seal would be placed on the doctorate, on the proposal of the university authorities of the countries concerned and after due evaluation. The institutional methods of awarding this seal of quality might be specified by an *ad hoc* working party. (Perhaps the Standing Conference on University Problems (CC-PU) might become the European body for such awards, while the European Science Foundation (ESF) might be designated as the advisory body on the scientific level required to qualify for this distinction).

There is no question, therefore, of *creating* «European» doctorates, but of *placing* a European seal on doctorates.

The doctorate might bring added prestige to laboratories thus authorised to award it, in the form of a recognition of quality. The holder of the award, for his part, might also receive the benefit of possible recruitment by the contracting establishments and public and private bodies in the partner countries.

It would also be advisable that the authorisation to award a doctorate of this type should be made subject to re-assessment, for instance every five years.

La mobilità nel quadro della cooperazione regionale «transfrontier»

Le conclusioni della Conferenza U 2000 del Consiglio d'Europa (1983) raccomandano il potenziamento delle relazioni universitarie inter-regionali in Europa mediante la realizzazione di accordi di due tipi: accordi «transfrontier» e accordi «nazionali». Questi ultimi riguardano università di un solo paese, e possono servire come punto di partenza per accordi regionali tra università di più nazioni (quali la «Conferenza delle Università dell'Alto Reno»).

Gli accordi di «complementarietà regionale» prevedono una convenzione tra due o più università per l'insegnamento di determinate materie in alcune università (ma non in tutte) ad opera di docenti particolarmente qualificati. Gli studenti delle altre università frequentano i corsi nella sede in cui essi sono impartiti, e le università di pro-

venienza riconoscono il periodo di studio svolto.

Gli «accordi di cooperazione» prevedono una convenzione tra due o più università per svolgere corsi specializzati in una sola sede con il contributo di specialisti di più università, al fine di garantire agli studenti delle università firmatarie dell'accordo una migliore qualità dell'insegnamento.

Gli accordi di «dottorato comune» realizzati da due (o più) università, possono prevedere o no corsi alternati. Nel primo caso, uno studente si iscrive ad un corso di dottorato presso due Università, svolge la prima fase della ricerca in una di esse, e la completa nella propria. La tesi è discussa da una commissione composta da membri di entrambe le università, che conferiscono insieme il titolo.

Nel secondo caso, non esiste

obbligo di corsi alternati o di supervisione comune; il dottorato viene conferito in comune in base ad un accordo «pratico» che rispetta l'autonomia dei contraenti e prevede l'accertamento dell'omogeneità del livello scientifico (per la didattica e la ricerca).

Con accordi di questo tipo si pongono le basi per un «dottorato europeo»: non si tratta di creare un nuovo titolo, ma di accordare un riconoscimento europeo al dottorato conseguito presso una università e riconosciuto da università di altri paesi europei.

L'approccio flessibile che è alla base di accordi di questo tipo garantisce il riconoscimento del titolo con una procedura molto più semplice del riconoscimento mediante accordi intergovernativi.

résumé

La mobilité dans le cadre de la coopération régionale transfrontalière

Les conclusions de la Conférence U 2000 du Conseil de l'Europe (1983) recommandent d'intensifier les relations universitaires interrégionales en Europe par le biais de deux types d'accords: les accords «transfrontaliers» et les accords «nationaux». Ces derniers concernent les universités d'un pays seulement et peuvent servir de point de départ pour les accords régionaux parmi les universités de plusieurs nations (telles que la «Conférence des Universités du Haut Rhin»).

Les accords de «complémentarité régionale» prévoient une

convention entre deux ou plusieurs universités pour l'enseignement de certaines disciplines dans quelques universités (mais non pas dans toutes les académies); ledit enseignement est assuré par des professeurs spécialement qualifiés. Les étudiants des autres universités fréquentent leurs cours dans les centres où ils sont organisés et leurs universités d'origine leur reconnaissent la validité de cette période de formation.

Les «accords de coopération» prévoient une convention entre deux ou plusieurs universités destinée à des cours spéciali-

sés dans un centre uniquement; ces cours sont assurés par des spécialistes de nombreuses universités, ce qui garantit aux étudiants des universités qui font partie de cet accord, une meilleure qualité de l'enseignement.

Les accords de «doctorat commun» réalisés par deux ou plusieurs universités peuvent prévoir des cours alternés. Si ces derniers figurent dans le programme, un étudiant, inscrit à un cours de doctorat auprès de deux universités, passe la première période de sa recherche dans une des deux académies

et il termine son travail dans sa propre université. La soutenance de sa thèse comporte la présence d'une commission formée par des membres des deux universités qui, d'un commun accord, lui confèrent le diplôme de doctorat.

Dans le cas où il n'y aurait pas de cours alternées, le chercheur n'a pas l'obligation d'être présent dans les deux académies et sa thèse ne sera pas soumise

à une supervision commune; il obtiendra son diplôme sur la base d'un accord «pratique» qui tient compte de l'autonomie des deux parties et prévoit une vérification en ce qui concerne l'homogénéité du niveau scientifique du candidat (pour ce qui est de la didactique et de la recherche).

Avec des accords de ce type on jette les bases d'un «doctorat européen»: il ne s'agit pas de créer

un nouveau titre d'études, mais plutôt de reconnaître, à un niveau européen, le doctorat obtenu auprès d'une université et accepté par des universités d'autres pays européens.

L'approche souple qui est à la base d'accords de ce genre permet aux universités de reconnaître des diplômes plus aisément que si elles devaient passer par des accords inter-gouvernementaux.





The dialogue between European and Latin-American creative spirits will open immense possibilities to all countries located on both sides of the Atlantic.

Staff mobility for the cooperation with countries outside Europe

Case-study: Europe - Latin America

by Vincenzo Ussani

I. The Council of Europe and extra-European inter-university cooperation: principles, situation, proposals

1.1 The mobility of academic staff or university teachers is one of the most difficult problems in the more general framework of university mobility, especially in the case of extra-European inter-university cooperation rather than merely intra-European inter-university cooperation.

1.2 Intra-European inter-university cooperation and university mobility are themes which have appeared for a number of years on the Council of Europe's programme of activities, either under the old «Committee on Higher Education and Research» or under the Standing Conference on University Problems (CC-PU). Through joint efforts by Council of Europe member states, work has

progressed gradually, increasingly interesting and as far as possible useful conclusions have been made and the discovery of ever vaster horizons in European cooperation have been encouraged.

In fact, the basic problems of university mobility were pinpointed in the publication «mobility of post-graduate students, academic teachers and research workers» which appeared in 1977 and was better known as the «Capelle Report». It remains the key publication on university mobility. Although the study of problems concerning student mobility has resulted in the dissemination of documents such as DECS/ESR (83) 9 rev. (amended in final document CC-PU (83) 6, p. 20 ff.) and DECS/ESR (83) 10 rev., and although the problems of academic staff mobility were taken into consideration at the Vienna (1981) and Stockholm (1982) conferences and the per-

tinent documents, it can be seen that greater attention was paid to intra-European mobility. But it must be admitted that it was realised, at the same time clearly though modestly, that attention should be turned toward extra-European mobility.

1.3 Indeed, a sufficiently attentive and careful examination of some Council of Europe documents concerning cultural cooperation, the role of universities and mobility in Europe through a historical exposé connected with the theme: «The Council of Europe and extra-European inter-university cooperation (Europe-Latin America)» (see doc. DECS/ESR Mob (84) 14), that is, of the development of the discussion in the Council of Europe on extra-European inter-university cooperation, particularly with Latin America, reveals that:

- for some years now, the Council of Europe, acting dynamically but prudently, has

been extending its horizon beyond the boundaries of Europe, broadening possible activities for the developing world through the work of bodies such as the Committee on Higher Education and Research or the CC-PU;

- lengthy joint meditation and reflection have led the Council of Europe and the CC-PU, composed of university teachers and senior officials, to decide to study further the question of inter-university cooperation between Europe and Latin America in the context of cooperation between Europe and other regions of the world, and also to entrust it to three southern European countries: Italy, Portugal and Spain which are assumed to have large inter-university cooperation programmes with Latin America, and to collaborate with institutions specialised in cooperation between southern European countries and the countries of Latin America;

- the worlds of industry, and particularly politics, have made their influential voices heard in supporting the need and value of extra-European inter-university cooperation and activities on this theme under the auspices of the Council of Europe in its unique role through the CC-PU;

- going beyond linguistic, ethnic and/or historical links between certain countries of Southern Europe and countries of Latin America, intra- and extra-European inter-university cooperation activities are, and will remain, two of the major functions of the Council of Europe and the CC-PU. They can be considered to be parallel, or intra-European cooperation can be seen as a «bridge» towards extra-European cooperation, or else extra-European cooperation can be seen as complementary to intra-European cooperation;

- it is undoubtedly the intention of the Council of Europe and of the CC-PU to increase collaboration between governments of member states of the Council for Cultural Cooper-

ation (CDCC) in the field of university cooperation. This is already the case in intra-European inter-university cooperation and Council of Europe activities which can develop in the field of extra-European inter-university cooperation based on «university freedom», university autonomy and human rights will enrich and integrate governmental activities. Governmental, or at least political support, will be requested where necessary despite the universities tradition of being «centres of dissent» and even though one of the essential functions of the universities is to foster a critical attitude (on this point see doc. CC-PU (82) 4, p. 5).

I.4 Examination of Council of Europe documents also allows statements of principle to be formulated, the present situation to be recognised and proposals for action to be identified;

A. The principles

1. The considerable importance of extra-European inter-university cooperation, that is, inter-continental mobility has:

a. for the benefits to the university and university institutions in other parts of the world—indeed, during present economic difficulties cooperative work in research and development, particularly in the problems of the South, offers a widening of academic experience. Such work could also provide a source of additional funds from international organisations, form wealthier developing countries and even from multi-national companies (doc. DECS/ESR (82) 2 rev. 2, p. 15);

b. in developing programmes and projects geared to the achievement of a political, social and economic balance between regions in Europe as well as in the world (doc. DECS/ESR (84) 1, p. 18).

2. Extra-European mobility is essential even without complete reciprocity. It is [also] essential to furnish compensation, generously, without the notion of «fair return» (Capelle

Report pp. 13, 14, 40). Europe has a moral duty to help the developing countries (doc. DECS/ESR (84) 1, p. 18).

3. The university, through the Rector, Vice-Chancellor or Principal, can play an important part in developing the international dimension of higher education and research through meetings between peers, but even more perhaps through education and research cooperation agreements. This second method, when it was discussed by staff members, was considered to be the most concrete way of organising cooperation between several universities and could be developed still further within the framework of the conference.

The contribution of the universities to the East-West and North-South dialogues is of particular interest. The Brant Report stressed the unity of mankind and the problems we all have to face, so that higher education can shoulder its responsibilities to local society only by acting also in the wider world (doc. DECS/ESR (81) 53 rev. p. 8). The universities ought to play a key role in extra-European cultural cooperation. They can, by their cultural action, make a powerful contribution to strengthening of East-West and North-South relations (doc. CC-PU (82) 4, p. 3 and seq.). North-South cooperation must try to encourage autonomy and avoid the «brain drain» towards the North. In this type of relation, the North must let the South share its experience of overcoming its own deficiencies and assist the South to adopt systems which may be based on European models (doc. DECS/ESR (82) 2, rev. 2, pp. 14-15).

4. University mobility is not an end in itself. It is an instrument for implementing a European policy of cooperation in the field of tertiary education and research. The necessity to reinforce North-South cooperation and to provide a contribution to development must be admitted (doc. DECS/ESR Mob (82) 3, p. 5).

University cooperation must be seen in as wide a sense as possible. The questions dealt with (by the Council of Europe) should concern not only Europe but also European tertiary education and research policies likely to affect the countries of the Third World. It would be particularly interesting to study the roles of universities in connection with East-West and North-South relations (doc. CC-PU (82) 4, p. 3). Any definition of university role must take into account the universal nature of knowledge and the political scope of its international dimension so that governments and universities appreciate its significance and the implications for the world community (doc. DECS/ESR, (82) 2 rev. 2, p. 16). The universities in Council of Europe member states have a common heritage of autonomy and faith in the universal nature of science. They have therefore a special vocation for implementing the recommendation of the UNESCO Conference (1981, reaffirming the importance of free circulation of university staff and of ideas), and for overcoming the impediments to free circulation of ideas which also tend to strengthen political obstacles to peaceful human progress (doc. DECS/ESR (82) 2 rev. 2, p. 15).

5. In addition to collaboration with other international bodies for intra- and extra-European inter-university cooperation, the Council of Europe, through the CC-PU, could act as a forum and encourage mobility, particularly of university teaching staff. This is a task whose long-term consequences could be considerable for balanced social, cultural and economic development in developing countries.

B. The present situation

1. Among international university co-operation systems there are the links with former colonies — a type of cooperation which could be expanded (doc. DECS/ESR (81) 53 rev. p. 7).

There are special links which

encourage limited but very useful mobility, for example, the common Spanish culture between the Iberian peninsula and South America (Capelle Report, p. 14). Today there are numerous links and joint projects based on personal contracts and cooperation but the universities as such should pay greater attention to this matter in the future (doc. DECS/ESR (84) 1, p. 19). The universities of Council of Europe member states have been collaborating for a long time now with institutions of Southern or developing countries, often on the basis of linguistic or colonial links. This collaboration ranges from assistance in establishing institutions and curricular or reception facilities for overseas students to implementation of research projects, etc.

Individual institutions and universities have been collaborating for a long time with other institutions on research projects of general and particular interest for the countries of the South (doc. DECS/ESR (82) 2 rev. 2, pp. 14-15). By identifying and studying the problems which concern everyone, particularly the developing countries, the universities show that they understand their duties in the world-wide context (doc. DECS/ESR (84) 1, pp. 18-19).

2. There is the political independence of university teachers, based on the autonomous tradition of the universities and their contribution to the development of world society, particularly with the abolition of political and intellectual barriers and their concern for human rights. The political independence of European universities vis-à-vis their governments enables academic staff to take initiatives which would be impossible for government representatives. These characteristics are illustrated in member states by the wide range of international links made between institutions, faculties and scientists who cooperate to identify and study problems affecting all peoples, and particularly those of the develop-

ing countries. This activity reflects the unity of higher education and shows that the universities can shoulder their responsibilities to society properly only in a world-wide context (DECS/ESR (82) 2 rev. 2, p. 14).

3. Generally universities in Europe do not impose quotas on students from developing countries who are in touch with their own countries (Capelle Report, pp. 31-32).

4. Existing structures seem to limit mobility of staff and students, mobility of finance, and receptivity to innovation and change (doc. DECS/ESR (82) 2 rev. 2, p. 20).

5. The CC-PU, because of its very composition, can and should play a unique and privileged role in promoting extra-European and inter-European cultural policies, bearing in mind national policies.

6. Very close cooperation exists between the European communities and the Council of Europe in the fields of education, culture and sport (doc. CC-PU (82) 4, p. 6).

C. Measures proposed

1. Among the countries of the Third World, a distinction must be made between those which are accorded special treatment under bi-lateral agreements with European countries, and the rest. Member states should agree on a special aid programme to the latter (doc. DECS/ESR (81) 55 rev., p. 8). Although many European countries have bilateral agreements with developing countries for reasons which are generally linguistic, ethnic and/or historical, the question remains as to whether, once multilateral regional or non-regional agreements have been signed, we should still today tolerate limitations — which are in fact extremely restrictive to extra-European mobility — rather than encouraging as soon as possible increased action for aid which the European countries could offer, through the autonomy of their universities and joint efforts to the development

of Third World countries.

2. European universities can play an important role in the creation and diffusion of the European cultural dimension (doc. CC-PU (82) 4 pp. 2, 22). The shared academic traditions and cultural roots of European civilisation, together with its rich variety, provide the organised basis for co-operative action involving member countries of the CDCC, their universities and academies (doc. DECS/ESR (82) 2, rev. 2, p. 16). An appeal must be made to the innovatory spirit of universities, and to the aid and good will of governments, so that the European global dimension of universities becomes an established fact by the year 2000.

International cooperation between universities both within Europe and between Europe and other parts of the world with pooling of resources and sharing of experience and knowledge as the guiding principles, should be welcomed and encouraged. The existing potential for North-South or East-West cooperation is considerable (doc. DECS/ESR (81) 53 rev., p. 8). Europe has many responsibilities concerning cooperation, and European universities have to play an important role in the development of programmes and projects to the achievement of a political, social and economic balance between regions in Europe as well as in the world.

European researchers should therefore work on problems relevant to the population of the Third World and the Fourth World. This is one of the major challenges which the European higher education and research institutions will have to face in the next 10 to 15 years (doc. DECS/ESR (84) 1, p. 18).

3. The international role of universities includes:

- a. free movement of academics and ideas, including the use of data processing techniques;
- b. the means of planning projects in cooperation with the South despite financial problems in Europe;
- c. within the Council of Europe,

the possibility of:

1. launching projects to make cooperation with the South more effective, bearing in mind the linguistic links between member states and Latin America;
2. collaboration in spreading the benefits of developments in information technology;
3. envisaging further collaboration to solve specific problems affecting balanced development in Europe (doc. DECS/ESR Mob (82) 2 rev. 2, p. 16).

The universities are invited to create a new European cultural synthesis which would constitute a special contribution to general development. This prospect must encourage member countries and their universities:

- a. to cooperate in guaranteeing the balanced development of higher education in Europe so as to enhance intellectual potential in Europe;

- b. to intensify European cooperation with the developing countries (doc. DECS/ESR (83) 55 rev. 1, pp. 2-3) [Special proposals for opinion of the CC-PU]. In the North-South context: creation of study centres to analyse in cooperation with specialists from developing countries, particularly through research theses, the problems and needs of their countries and the results of European actions already implemented: [this is the idea of «shared theses» put forward by the Chief of the Division of Higher Education and Research in November 1983 at Cadarache, France, where a European workshop on training in solar energy was held] promotion of university training of managers by agreements between European countries and developing countries; the use of new communication and data processing techniques (ibid. p. 5; see comments on these proposals in doc. DECS/ER (84) 2, p. 11).

4. It would be desirable where necessary and possible to establish new universities in the developing countries. The member states of the CDCC could participate in this effort by helping with planning and by providing teaching staff to the extent

of their capabilities (doc. DECS/ESR (82) Misc. 1; see also doc. DECS/ESR (81) 55 addendum, p. 10).

5. It is also necessary to encourage mobility of teachers and students (doc. DECS/ESR (82) 4, p. 6), to improve information on [extra-European] mobility and to identify the legal, administrative and financial obstacles to [extra European] mobility (Capelle Report, pp.9-10). The CC-PU should step up work aimed at removing administrative and other impediments to free mobility and cultural exchanges, between university teachers, researchers and students of its member states and between them and non-member states (doc. CC-PU (82) 4, p. 7).

6. Student from developing countries should in general first complete university studies in their own country before embarking on professional specialisation by means of complementary intensification and research studies in foreign countries. Such further education should be relevant to the needs of, and recognised, in their own countries. Where students from developing countries have reasons for pursuing full degree courses abroad, these courses should, if possible, take account of the problems and needs of the developing countries. The design of such courses necessitates a dialogue between the countries of origin and governments and/or universities in CDCC member states. A special admission policy for students from developing countries favouring the needs of these countries should be encouraged (doc. DD-PU (83) 6, p. 24). More radically, a student's handbook should be adopted which can be used in the country of origin and possibly in Europe (cf. Capelle Report, p. 27).

7. As regards multicultural teaching, the methods of which would facilitate welcome of students and teachers from developing countries, among the means of action which could be used, would be the strengthen-

ing of cooperation with national and international institutes for the aid of developing countries.

II. A FEW THOUGHTS

II.1 If we accept the ideas of the unity of mankind, of those of freedom and human rights at world level it is then impossible to deny that Europe has a moral duty to help the developing countries. If we accept the idea of unity of culture, the global dimension of European culture can be conceived in the world context only in its interaction with the global dimension of culture in other regions of the world.

Let us now consider the role of the university as having prime importance in the development of the international dimension of higher education and scientific research, of extra-European and inter-European inter-university cooperation through the necessary and irrefutable principle of interaction of cultures, which appears suitable and appropriate for giving rise to political social and economic balance between Europe and other regions of the world — either through improvement and strengthening of reciprocal relations or through the influence which European higher education and scientific research policies can have on the political choices of the developing countries in the same fields.

II.2 In this type of context, extra-European inter-university cooperation, including inter-continental mobility, acquires perspective alongside European inter-university cooperation and mobility between European countries, for the reciprocal benefits resulting for universities in Europe and other parts of the world. For a very long period, for varying reasons, such extra-European mobility will certainly not be completely reciprocal. European university mobility cannot be inward looking for ever nor can it be an end in itself, of whatever kind: it must be a tool for the implementation of a European cooperation policy in the field

of higher education and scientific research; even beyond the boundaries of Europe. Bearing in mind the universal nature of knowledge and the political import of the international dimension of the university, governments and university institutions will have to assess its importance and consequences for the world community. The unity of education, since it goes alongside and even coincides with the unity of culture, is based on international links between universities and academies for the study of problems of general interest or even those peculiar to the developing countries. Hence it shows that universities are aware that they can shoulder their responsibilities towards society properly only in a world context. It has to be understood that the rights and duties of governments remain immutable at political level, more broadly speaking, and that their assistance in the framework of cultural policy is necessary and valuable. It is sure, however, that the fact that the universities have political autonomy and independence from governments not only allows them to overcome political and intellectual barriers in the interests of human rights and the free dissemination of ideas, but also offers university teachers the opportunity of taking initiatives not open to government representative. The tradition of «centres of dissent» and the function of fostering a critical attitude opens the way for the universities to make daring innovations, thus enriching and integrating even government action while aiming at peaceful progress among men.

II.3 While it may be interesting or even fair that European universities should see their from the point of view of relations with universities in other parts of the world and the developing countries in particular, it is equally fair that the universities of Third World countries should demonstrate clearly the heritage of their traditions and their intellectual and cultural po-

tential. It should be noted that some of the universities in the developing have an ancient tradition because they were founded in the 16th century (e.g., the St. Marcos University in Lima, the national autonomous university of Mexico) or because they were established on a very much earlier model. In fact, it is easy to be convinced that extra-European university cooperation, although it makes no claims as to parity cannot be carried out only on a one way basis, amounting merely to assistance.

Because European collaboration exists already with study centres which are well developed, for example in certain Latin-American countries, strengthened and improved university collaboration cannot fail to encourage cultural autonomy whether it already exists or not, not only so as to avoid the «brain drain» form developing countries but also so as to avoid the phenomenon of endogenesis and excessive unilateral cultural influence. They can profit from experience acquired in the framework of European inter-university cooperation in the global dimension by learning ways of overcoming deficiencies and accepting assistance in adapting to their own needs systems which may be based on European models. It is especially here that extra-European mobility has a role, though without any notion of «fair return»; in particular academic mobility, whose consequences could in the long term be the most considerable for the balanced cultural, social and economic development of developing countries. Indeed, one of the main challenges that the European universities will have to take up over the next 10 to 15 years is that of having to turn their attention towards problems concerning the peoples of the developing countries, the «young» peoples such as those of Latin America, who are destined to be the peoples of the future and who are also the closest to Europe through linguistic, ethnic, historical and

cultural ties.

II.4 There is no doubt that ethnic and historical ties (the latter according to different points of view) make specially strong links between the peoples of Latin America and three peoples of southern Europe: the Spaniards, Portuguese and Italians. One can note, for example, that in Brazil there are villages where the architecture, life styles, customs and sometimes even the language are modelled on the place their inhabitants come from (Germany). Linguistic and cultural ties link Brazil with Portugal and the other countries of Latin America with Spain, but, with regard to links with Italy, early immigration, the «poor» immigration in the 19th and 20th centuries of intellectual and manual workers who were rapidly absorbed by Latin-American society, with the Portuguese, Spaniards and immigrants of other nationalities, has greatly contributed to the social, economic and cultural development of many Latin-American countries — even the largest and most important — by renewing and strengthening to a certain degree some of the basic Latin ingredients of Latin-American culture (Doc. 5161 of the Council of Europe Parliamentary Assembly, 31/VII.1983, B.4(e)).

The progressive decrease or even cessation of immigration from Europe — except for short periods due usually to exceptional political events in Europe — the growing force of relations with the United States of America and other European and Asian nations which are also present in the demographic make up have forced Spain, Portugal and Italy to find bases for pursuing their relationships with the countries of Latin America within a cultural, scientific and even political framework. Indeed, linguistic and cultural ties, although we have not yet reached a perfect global European cultural dimension, have forced Portugal, for example, to take steps to defend the Portuguese language in the countries where it is

spoken to plan the establishment of an association of Portuguese language universities and to give itself, and rightly so, an important role in facilitating relations between countries in various continents where the official language is Portuguese. The political line of conduct followed by the Portuguese nation merits approval and it cannot be denied that its vitality and solidity would be enhanced by effective extra-European and intra-European global inter-university cooperation. A similar situation, though with a different bias, exists for the common Spanish culture which sustains its contacts, encouraged by Spain's well-known efforts, with the Spanish speaking countries of Latin-America, or through the common ethnic and cultural roots which urge Italy to pursue its links with the great Italian immigrant communities and their descendants in Latin-American countries.

Finally, it must be emphasised that, although it can be already affirmed on the Portuguese side, the presence of Portugal in the Council of Europe, alongside the Latin nations having equal influence and significance in the cultural and civil process of forming Brazil is a factor which enlivens exchanges between Brazil and Europe, between the «old-world» and the Brazilian nation, on the other side — on the Spanish and Italian side, for example — similar affirmations could be made about Latin America in general to an even greater degree, and results would be even more fruitful were there to be active support for cooperation at inter-university level by other member countries of the CDCC, under Council of Europe auspices.

III. AIMS AND RECOMMENDATIONS

In the context of stimulating academic mobility in order to foster inter-university cooperation with Latin America, there emerges from the foregoing a number of aims which future

European action could pursue and attain, and some recommendations, bearing in mind those made about academic mobility in Europe at the Stockholm Conference (DECS/ESR Mob (82) 3). There are however, certain prerequisites:

a. intra-European inter-university cooperation must be carried out in accordance with the principle of the European global dimension of universities, envisaging collaboration and overcoming the specific problems affecting balanced development in Europe;

b. the principle of interactivity between different cultures must be accepted in a rational manner and then methodical inter-action for intra-European and extra-European inter-university cooperation must be accepted;

c. the political independence of universities and the autonomous role of universities as innovators and promoters of cultural cooperation must also be reaffirmed.

d. the mobility of academic staff must be recognised as an exemplary route towards setting up extra-European inter-university cooperation without claiming, at least for some time, that there should be complete reciprocity.

III.1 Aims

a. To contribute to cultural, social, economic and political progress (that is, the development of free democratic institutions also) in the countries of Latin-America (for the close relations between cultural, social, economic and political relations, see Parliamentary Assembly Doc. 5161, B.2 and C.10-11), with the conviction that Latin-American culture is an essential element in the social and economic progress of the continent and in the consolidation of the true identity of Latin America (see Parliamentary Assembly Resolution No. 814, paragraph 14);

b. To satisfy the cultural needs of Latin American countries and contribute to their tendency to strengthen cultural

roots and Latin cooperation throughout the continent — a tendency which is a reaction to the strong cultural and technological influences of, for example, the United States of America, which are self-seeking and threaten Latin-American culture and its elements, the traditional and popular cultures of Latin origin and those of indigenous minorities: European support can help Latin America to make its way to cultural autonomy and thereby to economic and political autonomy which will enable it to develop in complete independence (see Parliamentary Assembly Doc. 5161, B.4 (f), C.14-15 and D.22, Resolution No. 5);

c. To act so that European culture in its global dimension can give disinterested help in the true formation of a Latin-American culture with a global dimension aimed at integrating the countries of Latin America into a culture free of any restrictions, common to the Atlantic region and based on hopeful exchanges as well as mutual knowledge.

Although Latin-American culture is characterised by its diversity resulting from the meeting between European — particularly Spanish and Portuguese culture and the rich pre-Colombian local cultures, there is also a common Latin-American culture just as there is in Europe a common European culture alongside the mosaic of various cultural traditions. Through cultural cooperation, the European countries will be able to make the cultural traditions of Europe in their diversity more accessible to Latin-American peoples, while Europeans themselves have much to gain from a better knowledge of the rich Latin-American culture. It may be that the dialogue between European and Latin-American creative spirits will open immense possibilities to all countries located on both sides of the Atlantic. The countries of Europe will have to resist the temptation to neglect the individuality of the Latin-American phenomenon, a temp-

tation which is sometimes very recognisable in certain resolutely Euro-centric ways of approaching Latin-American problems. The nations across the Atlantic conclude that the countries of Europe wish to continue their traditional domination by creating a customer network.

In the present state of international relations and Latin-American wishes, in order to examine the aspirations and cultural problems of Latin America and find the most appropriate solutions, a global project must be prepared, applicable to the whole region, in close collaboration with Latin-American partners. The countries of Europe on their part must make a serious attempt to coordinate their ideas (see Parliamentary Assembly Doc. 5161, paragraphs D.20-21, E.33-34; draft Resolution paragraphs Nos. 2, 3, 6);

d. To establish a European/Latin-American cultural cooperation policy which is truly balanced and productive on the basis of true and, as far as possible, complete reciprocity. The European countries will have to take into consideration the fact that any action causes a reaction and that any contribution creates reciprocal links. They must abandon «national egoisms» and «particular interests» to show Latin America that in cultural as well as other fields they are sincerely ready to cooperate in order to allow Latin America to solve its problems. To this end it is essential to establish a policy based on solidarity and respect rather than on exploitation and interests — completely different from the more or less paternalistic policy of intensive invasion of some great powers. So we must establish with Latin America relationships of equality of a type to encourage its internal cohesion and international development, taking into account its intermediate situation between the richest countries and the poorest ones. We must foster the establishment there of an infrastructure through which it can accede to its cultural

independence and autonomous development. Therefore it seems essential that Europe should recognise Latin America as a valid partner in bilateral and also in multi-lateral negotiations (cf. Parliamentary Assembly Doc. 5161, paragraphs D.21, 22, 23, 24; Resolution paragraphs Nos. 7, 8).

III.2 Recommendations

A. Co-ordinated action is needed at government and university level supported by effective, appropriate and fast information on what is being undertaken — information at international, European and extra-European levels. The universities will be able to request and assimilate it through their initiation, encouragement and association with government action.

Governments should provide political support and allocate ad hoc funds to universities without them (Parliamentary Assembly Resolution No. 814, paragraph 15, iv, invites the governments of Council of Europe member states to «provide funds for developing independent contacts between universities, research institutes and training centres»).

B. The member states of the CDCC will have to agree on a special aid programme for countries which do not enjoy special treatment by virtue of bilateral agreements with European countries.

C. There is considerable potential in Europe for cooperation with Latin America. The potential represented by intra-European cooperation must be assessed and cooperation with non-European regions must be defined.

D. Through collaboration with the Latin-American countries concerned, the potential existing in Latin-America for cooperation with Europe must also be defined and assessed. In fact, for some time now, specifically in the large countries of Latin-America, study centres have been working fairly well, (universities, faculties, institutes, colleges, etc.). Useful infor-

mation is provided such as the publications of the *Organization of American States* (OAS) and the *Union of Latin-American Universities* (ULAU).

E. The European universities must play an important role in preparing curricula (education) and appropriate projects (research). The Latin-American partners should be offered, for example, a wide range of courses for teachers, historians, archivists, art restorers and people in all the professions that help to create a consciousness of the features peculiar to each and all the countries concerned.

At the same time, cooperation should make provision for teacher-training, educational planning and technology, the organisation of state and municipal education services and the conservation and exploitation of the cultural heritage (cf. Parliamentary Assembly Doc. 5161, paragraphs D. 26-27).

Similarly, linguistic research and the preservation of the Spanish and Portuguese languages should be fundamental concerns and go hand in hand with support for policies designed to preserve and develop the use of the indigenous languages, this being essential for the forms of cultural expression proper to each community. An essential place must be given to the promotion of art and literature by the formation of associations, the publication of liaison bulletins and the organisation of congresses and publication of liaison bulletins and the organisation of congresses and meetings. Seminars, congresses and research must concentrate on analysis of the cultural identity of the Latin-American countries, and a thorough investigation of the manifestation of Latin identity through the different forms of cultural expression and related activities (cf. *ibid.* D.24, 31) must be made.

We must in any case consider carefully the present situation of the Latin-American educational system, that is to say, in summing up: whether the pri-

mary school is effective. The secondary school study diploma does not seem to indicate a course of study providing adequate preparation for access to higher study in European universities. Qualified students from Latin-American universities therefore need to pursue postgraduate courses abroad. Apart from the diversity of outside influences, those in Spain, Portugal and France, ranging through English, German and Dutch influences to those of the United States of America and Russia, the main characteristics of postgraduate education in Latin-America (except for Brazil and Cuba, under the respective influences of North American and Russia) seem to be:

1. Its recent appearance (since 1930) and its rapid spontaneous growth;
2. The parity of national organisational structures;
3. The scarcity of local systems and the predominance of models based on: the United States, France, England, Germany and the Soviet Union;
4. The small numbers and poor demand from the production sector;
5. The weakness of links with research activities;
6. Social mobility as one of the main real functions.

These characteristic are at least partly compensated for by trends noted in advance studies;

1. Their extension to all countries and their rapid growth;
2. The search for national and international planning, coordinating and/or regulatory machinery.
3. The diversification of specialties and institutions offering post-graduates academic courses;
4. The confidence of the intellectual élite in postgraduate studies as an instrument for scientific technological, cultural and social development;
5. The beginning of a critical reflection process on the function that postgraduate studies have and should have in backward dependent countries.

A result of the present situation

in postgraduate studies in Latin-America (because teachers assigned to such programmes have little experience in research and they teach only occasionally and part-time - cf. V. Morles, *Los estudios de postgrado en America Latina: vision panoramica*, «Inter-ciencia», 8, 1, 1983, pp. 23 et seq.) is still the fact that researchers and teachers tend to go to non-Latin-American countries where postgraduate studies and scientific research have for a long time been of a higher level, particularly in carrying out their own research of for scientific up-dating.

It is urgent to recommend that European universities, despite European and extra-European financial problems in Europe and overseas, should cooperate with the Latin-American countries in the interest of the latter — in preparing and coordinating educational courses and appropriate research projects, particularly by encouraging academic mobility of teaching staff in the direction East-West, or North-South, generously and without any notion of «fair return». Naturally the methods envisaged should be scholarship awards, grants, travel grants, and above all the organisation of doctorate courses in Latin-America, through sustained effort and considerable financial resources (cf. Parliamentary Assembly Doc. 5161, D.30).

F. We must not neglect the re-organisation, or rather modernisation, of university structures in the Latin-American countries, where it seems necessary, so as to adapt them to the present situation and to the cultural, social and economic requirements of modern society, not only at national level. Universities could be established where necessary, desirable and possible, since there are only 406 universities in the whole of the Latin-American continent, with 3,347,000 students — very low figures which indicate a serious inadequacy in structures (cf. Parliamentary Assembly Doc. 5161, C.9(c)). The member states of the CDCC could take

part in this effort by helping with planning and providing teaching staff as far as they are able. University training for managers can also be promoted by including it in agreements between European and Latin-American countries.

G. It is essential to improve reciprocal information (see above A) by disseminating the benefits of improved information techniques and using new communication and data-processing techniques. Study centres can also be established to analyse, in collaboration with specialists from the Latin-American countries, particularly through research theses or «shared theses», the problems and needs of their countries and the results of European actions or again through collective multi-disciplinary reflection and inquiry into the orientation and future of the cultural cooperation projects envisaged.

H. In order to encourage greater mobility of teachers, as well as researchers and students, we must not only improve information (see above) but also identify the legal, administrative and financial impediments to extra-European mobility. In collaboration with national delegations, the Council of Europe Secretariat should prepare a list of arrangements which, in each member country, govern activities by teachers outside their universities and their countries, and at the same time, in collaboration with the Latin-American countries, draw up a list, as far as possible, of arrangements which cover the same activities in each Latin-American country.

The CC-PU should step up its work arrived at abolishing or reducing administrative or other obstacles to free mobility and cultural exchanges, particularly between university teachers from Europe and Latin-America.

I. More specifically in the framework of the Council of Europe, action should be taken so that extra-European mobility by European academics is encouraged in all forms, including:

1. sabbatical years or scientific

leave;

2. long-term invitations (visiting lecturer posts);

3. short periods;

4. unilateral visits or, whenever possible, academic exchanges;

5. for Latin-America, priority for teachers' visits or exchanges of a length compatible with the organisation and fulfilment of existing teaching commitments (periods ranging from one term to one year).

Although states must be specially responsible for providing at least basic financing for visits and exchanges, the principles shall be as follows:

— during the visit or exchange each teacher shall retain his salary and allowances as though he were teaching in his own university;

— travel costs and additional housing costs shall be provided by the institution under a special budget head provided for the purpose.

Although universities should be particularly responsible for the organization of visits and exchanges, the principles shall be as follows:

— the initiative for the visit or exchange should come from the universities or the teachers;

— in the event of an exchange, this shall be for different subjects but at the same level as the students from both universities must be able to benefit from the exchange;

— the teachers visiting or seconded must be reimbursed for expenses resulting directly from their visit or exchange;

— visits and exchanges must count towards the teacher's academic promotion.

J. More generally, but still under Council of Europe auspices, member countries and their universities must be encouraged:

— to cooperate in ensuring balanced development of higher education in Europe and enhancement of its intellectual potential;

— to intensify cooperation between Europe and the countries of Latin-America;

— to facilitate the reception of teachers, researchers and

students from Latin-American countries and to cooperate with national and international institutions providing assistance for the developing countries.

Although it may seem superfluous to stress the usefulness of benefiting from previous experience in the field of inter-university cooperation with Latin America by the Latin countries of Southern Europe and other member countries of the CDCC, it must nevertheless be done, and it should be added, for example, that intensive European post-graduate courses organised by the Council of Europe, intended for graduates, researchers and specialists could already provide an experimental form, a test or prototype for extra-European inter-university cooperation, once economic and financial difficulties have been overcome.

K. It seems unquestionably useful to establish machinery for co-ordinating the bodies, institutes, etc. in Council of Europe member countries which already cooperate with Latin America which would serve as a starting point for preparing a European policy applicable to the whole of Latin America;

— since the Council of Europe seems to constitute a significant partner for the development of constructive cultural cooperation with Latin America, based on the principles of freedom of expression, of the importance of individual cultural creativity, and of a closely linked cultural tradition;

— since the Council of Europe appears to provide both a significant interface for cultural cooperation with Latin America and a focus for encouraging free cultural development in that area;

— the Council of Europe must therefore be given the necessary means for coordination current and future initiatives by some or by all member countries who wish to participate and to promote studies and conferences on cultural cooperation with Latin America (see Parliamentary Assembly Doc. 5161,

D.23, 25; Recommendation 972, n.2, Resolution 9.4, No.12); — and particularly, since the Council of Europe has always worked well in the vast field of cultural cooperation, education and teaching in Europe, as well as in the less extensive but e-

qually important fields of inter-university cooperation and intra-European university mobility, we must then invite it to offer its valuable collaboration to the governments and universities of member countries, using its capacity for coordination in

order to avoid wasting energy and resources and to obtain significant results in the field of extra-European inter-university cooperation and academic mobility, particularly in connection with Latin America.



Mobilità del personale docente per la cooperazione con i paesi extra-europei: il caso Europa - America Latina

La cooperazione inter-universitaria può apportare benefici notevoli alle istituzioni universitarie dei paesi in via di sviluppo, soprattutto in presenza delle attuali difficoltà economiche; le iniziative in questo campo devono però potersi valere di finanziamenti da parte degli organismi internazionali, dei paesi più ricchi ed anche di società multinazionali.

Queste considerazioni — base dell'attività del Consiglio d'Europa — aiutano ad individuare alcune caratteristiche della cooperazione internazionale con l'America Latina. Tra le altre, possono essere sottolineate: l'autonomia delle università, che permette di assumere a livello accademico iniziative che a livello governativo non sarebbero possibili; la mancanza di limiti numerici per l'ammissione nelle università europee di studenti provenienti dai paesi in via di sviluppo con cui esistano accordi di cooperazione; l'esistenza di difficoltà amministrative e legislative — oltre che strutturali — che ostacolano la possibilità di recepire l'innovazione ed il cambiamento.

In questa situazione, appaiono

fondamentali alcune misure di intervento, tra cui la promozione della formazione di quadri a livello universitario, la costruzione di nuove università nei paesi in via di sviluppo, la formazione post-universitaria in Europa degli studenti non europei, nell'ambito di programmi concepiti per rispondere alle necessità dei paesi emergenti.

Per un periodo piuttosto lungo, la mobilità non potrà assumere i caratteri di uno scambio perfettamente paritetico. I paesi europei dovranno pertanto considerare la cooperazione con i paesi in via di sviluppo non tanto in termini quantitativi, ma piuttosto con la convinzione che la mobilità si traduce comunque, su un piano qualitativo, in un arricchimento culturale generale.

I paesi in via di sviluppo hanno d'altronde in questo modo la possibilità di diffondere il loro patrimonio di tradizioni e le loro potenzialità culturali.

Anche in relazione a ciò, l'atteggiamento europeo nella cooperazione universitaria deve saper evitare i pericoli del neocolonialismo, così come quelli di un intervento meramente assisten-

ziale.

La politica di cooperazione con l'America Latina deve realizzarsi attraverso un'azione coordinata a livello di governi e di università, dopo la valutazione del potenziale legato alla cooperazione intraeuropea e del potenziale esistente in America Latina per la cooperazione con l'Europa. Le università giocano un ruolo determinante nell'elaborare programmi educativi e progetti di ricerca adeguati alla situazione esistente nelle società latino-americane.

L'attività di cooperazione dovrà favorire innanzitutto la mobilità degli insegnanti; obiettivi fondamentali appaiono però anche l'aggiornamento delle strutture universitarie, la formazione dei docenti, la pianificazione dell'istruzione, l'organizzazione di servizi di istruzione su scala nazionale.

Particolare attenzione va data infine al coordinamento di un programma di attività con i paesi latino-americani che non godano di trattamenti speciali in virtù di accordi bilaterali con paesi europei.

résumé

Mobilité du personnel enseignant pour la coopération avec les pays extra-européens: le cas Europe - Amérique Latine

La coopération inter-universitaire peut apporter d'énormes avantages aux institutions universitaires des pays en voie de développement, surtout en présence des difficultés économiques actuelles; les initiatives

dans ce domaine doivent cependant pouvoir bénéficier de financements de la part d'organismes internationaux, des pays plus riches et également des sociétés multinationales.

Ces considérations, qui sont à

la base de l'activité du Conseil de l'Europe, nous aident à identifier certaines des caractéristiques de la coopération internationale avec l'Amérique Latine. Entr'autre on peut souligner: l'autonomie des universités, qui

permet de prendre, à un niveau académique, des initiatives qui ne seraient pas possibles à un niveau gouvernemental; la non-limitation en nombre pour ce qui est de l'inscription d'étudiants originaires des pays en voie de développement ayant souscrit à des accords de coopération; l'existence de difficultés d'ordre administratif et législatif — ainsi que structurel — qui entravent la possibilité de percevoir l'innovation et le changement.

Dans cette situation il apparaît fondamental d'intervenir en adoptant certaines mesures, parmi lesquelles nous pourrions énumérer la promotion de la formation des cadres à un niveau universitaire, la construction de nouvelles universités dans les pays en voie de développement, la formation post-universitaire en Europe des étudiants non européens, dans le cadre de programmes conçus pour répondre aux nécessités des pays moins favorisés.

Pendant une assez longue pé-

riode, la mobilité ne pourra pas prendre les caractères d'un échange parfaitement paritaire. Les pays européens devront donc considérer la coopération avec les pays en voie de développement non pas tellement d'un point de vue quantitatif, mais plutôt en partant du principe que la mobilité se traduit, de toute façon, sur un plan qualitatif, en un enrichissement culturel général.

Les pays en voie de développement ont d'ailleurs ainsi la possibilité de diffuser leur richesse en traditions et leurs potentialités culturelles.

Compte tenu également de ce dernier facteur l'attitude européenne dans le cadre de la coopération universitaire doit pouvoir éviter les dangers du néo-colonialisme, ainsi que ceux qui pourraient être provoqués par une intervention purement d'assistance.

La politique de coopération avec l'Amérique Latine doit être réalisée à travers une action coordonnée au niveau gouver-

nemental et universitaire, après avoir évalué le potentiel lié à la coopération des pays européens et au potentiel qui existe en Amérique Latine pour la coopération avec l'Europe. Les universités jouent un rôle déterminant dans l'élaboration de programmes éducatifs et de projets de recherche adéquats à la situation qui existe dans les sociétés latino-américaines.

L'activité de coopération devra favoriser avant tout la mobilité des enseignants. Parmi les objectifs fondamentaux nous pourrions également évoquer la modernisation des structures universitaires, la formation des enseignants, la planification de l'instruction, l'organisation des services d'instruction sur une base nationale.

On soulignera en particulier la nécessité d'une coordination d'un programme d'activités avec les pays latino-américains qui ne jouissent pas de conditions spéciales grâce à des accords bilatéraux avec les pays européens.





Inter-university cooperation and mobility: the case of Latin-America

by Umberto Farri

The university's role of service in Latin-America

In order to understand the role of inter-university cooperation between Latin America and Europe correctly, we need to give close attention to the specific characteristics of university activity in the American sub-continent, as compared to the academic situation in Europe. Perhaps the most outstanding of these characteristics is the closely inter-dependent link between the university and the growth of civil society. This link makes the case of Latin America an important example of connection between the aims of the university and the most urgent needs of society in these countries.

We can find this kind of inter-dependence in every contemporary society, but it takes on a more marked significance in the concrete situation in Latin America, as indeed it does in all the developing areas of the world. The constant search for a working dialogue between the

world of academic study and the world of production, and between the former and the structure of public life, places great stress on the *fundamental role of service* which the university is called upon to play.

All this is translated into an essential pattern of university activity which permeates a great deal of teaching and research in the Latin-American universities. The university becomes the primary centre for the demand for training the leading cadres of the developing nation's society; in this way it also becomes the meeting point between the dynamic of society and reflection on its future objectives. Such a role makes it an almost obligatory point of reference for the world of production in its quest to reach the level of technical and cognitive capacity which is essential if the degree of effectiveness in company structures is to be raised. Thus the university is also the meeting point of all the main political and social developments, and an international point of con-

The contact between the European university world and that of Latin America must be transformed from a mere 'exchange' into a process by which mobility is linked to a careful study of the cultural, social, technological and organisational features of the local scene.

tact with the historic experiences of other contemporary societies.

There are numerous practical connotations to this role of service played by the Latin-American university. Contacts with firms tend to be direct and continuous, and technical consultancy with the university is an immediate and central element, not something seen as a marginal or parallel activity. Integration between initiatives taken by the public administration and support from the university is virtually taken for granted, and teaching in the university benefits constantly from reference to professional experience.

All this provides a variety of ways in which the 'service' activity of Latin-American universities can be translated into concrete terms. For one thing, a composite society such as that of Latin America is passing through a period of social dynamism in which the most significant element is probably the existence of a large number of

imbalances both at social and economic levels. Areas of extreme under-development, both urban and rural, co-exist with cultural and economic situation which are very similar to, if not wholly identical with, those in Europe. Industrialisation has already made initial advances in most of these countries, though often inadequately and in ways that are distorted and even cause paralysis. In certain social classes, cultural development has attained the level of world prestige, to say nothing of the unique value of the cultural heritage of many local situations. The sharp contrasts existing between different social classes, ethnic groups, even whole worlds, which live together in a parallel existence but at very dissimilar levels of economic development — all these things produce needs which are translated into a demand for development to which society as a whole is called upon to respond.

For a society such as that of Latin America, «development» is a many-sided concept — by no means merely limited to the dimension of quantity — and its primary basis is the centrality of humankind. This is the sense in which the university comes to assume the role of an indispensable source for making the best use of human, cultural, scientific and technological resources. In this way it can become the prime interlocutor in Latin America (and not only there) in fostering the most dynamic and healthy elements in social progress.

Defects of the university set-up

The Latin-American university set-up unquestionably suffers from some of the defects associated with recently founded academic institutions (even though there is quite a long historical tradition in some cases). Facilities for teaching and research are often completely inadequate; there is a widespread lack of experience among the teaching body, and in some cases professional academic standards

themselves fall short because of a failure in dedication to scholarship on the part of some faculty members (the use of people professionally employed outside the academic world as part-time university teachers is common). Sometimes, dependence on the more industrialised areas of the world is astonishingly great, so that there is a risk of reproducing teaching patterns or elements of research borrowed uncritically from outside, without the necessary translation of these elements of university life into something conforming more closely to local needs.

These problems in the activity of Latin-American universities are well-known already to those who work in this sector locally and also provide sources of comparison and stimulation for a continuing assessment of the adequacy of the set-up and its suitability for the aim which the university is more or less specifically called upon to attain, especially in this part of the world — i.e., the service of mankind.

Mobility of human resources from Europe to Latin-America

On this basis the contact between the universities of Europe and those of Latin America can take on much more fruitful connotations than merely the chance to exchange the odd teacher occasionally, or to provide cultural 'package deals'; it can, in fact, be transformed into a complex process in which the mobility of human resources cannot take place independently of a careful study of the cultural, social, technological and organizational characteristics of the Latin-American situation. Cooperation between the universities, which is both a flow of information and an exchange of experience, undoubtedly finds that *mobility of human resources* is one of its principal features. But such cooperation cannot be limited to a flow of European teachers to assist in Latin-American universities; it involves much more complex

mechanisms than this. First of all, 'mobility' can be understood in two senses — to and from Latin America, since Europe should also be able to avail itself of the originality which derives from Latin-American culture, through closer links with teachers from that area who can communicate the unique character of its development to the European university world.

But two-directional mobility can take on more complex characteristics if it is related to the contrasting levels of economic and technological advancement which make Latin America an area of deep economic and social imbalances. Thus, as the Latin-American university must be ready to serve mankind, university cooperation with Europe must also respond to this role of service — and must do so with suitable efficiency.

The supply of European university personnel to Latin America must therefore not be limited to cover vacant teaching posts; it must also be the result of numerous and complex planning investigations into the social objectives to be pursued, and the best way of attaining them. Just because the Latin-American university has to respond effectively to the pressing demand for development which society makes upon it, inter-university cooperation with Europe must in every case — even when it is carried on outside the normal channels of development cooperation — have the potential to promote initiatives for human and social progress.

This means that there is room for a rethinking of inter-university relations in new terms, taking full advantage of the experience and the mature consideration gained already in programmes of international university cooperation involving Latin-American universities.

The identification of precise objectives for progress, which will be recognised by the local community as aims of high social priority, will thus be the first step in building up new re-

lationship in university collaboration, or in any necessary revisions of those which are already under way.

When European university personnel are sent, account must be taken of the *organizational characteristics of the local academic set-up*, so that waste and duplication are avoided and there is no cause for undesirable competition with the local teaching staff. There must be an absolute respect for the complex of cultural values which make every nation into a cradle of culture and tradition.

The sending of teachers from Europe should not be isolated from the careful evaluation of other needs of the Latin-American university, such as the provision of teaching and scientific equipment, and the libraries (which are often non-existent or chronically under-provided).

Furthermore, every European teacher should undergo a careful self-critical examination about the cultural validity of his own teaching programme within the new cultural and social context. He should examine, and if necessary adapt, both method and content, paying attention to the traditions and methods in use in the Latin-American university. In particular it would be appropriate to guarantee that European teachers will be prepared to be flexible and open-minded facing to the different ways in which the university may, as we have stressed above, relate to the local situation, compared with the cultural standards prevailing in Europe, with a more immediate contact with the world outside the university. Possibly, too, there should be a more general use of the local languages in teaching activities, and this means necessary re-training for European personnel.

Training of local personnel

Undertakings in inter-university cooperation must privilege the training of local personnel in the sectors where there are serious deficiencies and the need is most strongly felt for support

from Europe. This will help the drive towards self-sufficiency in the Latin-American universities in various fields of scholarship and culture.

This element — the need to train local personnel — leads to a particular consideration of the essential nature of mobility of human resources from the Latin-American universities to Europe. Obviously, one of the means of promoting and training local personnel is their re-training or further training in specialized centres abroad, for example in Europe.

It is well-known that one of the major risks in the matter of moving university personnel abroad is the danger of causing a permanent phenomenon of draining away the best intellects from the countries in a low state of economic development (the so-called «brain-drain»). This is something which has certainly become a serious phenomenon in relation to North America.

A policy aimed to alter this phenomenon demands *consideration of the nature of study abroad* and its role, as well as the criteria for granting study scholarships to foreign students. In every case, experience has shown that it should be avoided to encourage Latin-American students to carry out their whole course of university studies in Europe, as this possibility can be a powerful incentive for uprooting the young student in his formative years from his own culture; it may also become the natural precondition for a decision not to return to his or her own country at the end of the period of study.

Study in Europe should be a source of cultural enrichment, but not of uprooting; it should, therefore, be mainly concerned with the specialist training aimed to young graduates who have already completed their basic training, and it should possibly be of comparatively short duration — preferably one or two years except in special cases.

In perspective, specialisation should also be gradually trans-

ferred more and more in terms of the current capacity of the Latin-American countries, preferably through undertakings on a sub-regional scale which involve several countries in the area. (e.g. the Andean countries or the Central-American group). European training would then gradually be moved towards the upper and more sophisticated levels of advanced work.

In any case, the fact remains that there is a need for Europe to be able to provide training aimed at fostering local personnel in the Latin-American countries. There are, however, many obstacles to the fulfilling of this need, because of the difficulty of meeting a demand for specialist university training, sometimes not very well-defined, by a coherent offering on the part of the European countries. The identification of the actual demand for specialization, the selection of Latin-American candidates, the process of directing them towards the best-qualified European centres, and drawing up of suitable work-plans during their period of specialisation, logistic and didactic help during their period of further training, are often regrettable areas of failure. But they are also sectors of activity which require the greatest attention.

Need for planning and coordination: the lessons of experience

Inter-university cooperation must be able to find new and more effective responses to these issues, taking account of the need for specific knowledge of the Latin-American situation so as to find suitable solutions to the demand for training local personnel.

Planning and coordinating activity is therefore essential, and in general it must go beyond the operative capacities of each individual university. It involves basic needs which can find guidelines in technical training activities in Europe, within the context of programmes of development assistance.

The experience gained in this field by ICU (Institute for University Cooperation), which is at the basis of the ideas put forward in this document, leads us to stress the effectiveness of planning undertakings in the most integrated possible way in the Latin-American countries. This means that such projects require the use of researchers and young professional experts alongside university teachers, as well as the supplying and putting to effective use of di-

dactic and laboratory equipment. Furthermore the continuity and hence the success of these programmes is completed and guaranteed by the granting of post-graduate specialisation scholarships to local personnel directly selected within the context of the programmes themselves. It is also advisable to add the possibility of promoting *ad hoc* stages to the formal process of specialization obtained through standard courses. These *ad hoc*

stages should be carefully studied, and would combine university support with contributions from the worlds of production and of scientific research. This would reflect the link which we have seen to be a typical characteristic of the Latin-American university. This has special value where there is a need to develop new technical and operative capacities, connected with the use of scientific and laboratory equipment or the use and spread of technology.



Cooperazione e mobilità universitaria: il caso dell'America Latina

La stretta interdipendenza tra università e processo di crescita della società civile sottolinea il ruolo fondamentale di «servizio» che l'università è chiamata a svolgere nei paesi latino-americani, caratterizzati dalla presenza di una pluralità di squilibri: sottosviluppo ed industrializzazione avanzata in aree particolari; contrasti tra gruppi sociali e/o etnie differenti, etc.

Il ruolo di servizio dell'università si esplica nella formazione dei «quadri portanti» dello sviluppo, sia a livello tecnico-scientifico che amministrativo e culturale; nell'interazione con il mondo produttivo (che attinge dall'ambiente universitario capacità tecniche e cognitive); nella consulenza e partecipazione ai programmi dell'amministrazione pubblica.

Alla possibilità di svolgere nel modo migliore questo ruolo si oppongono però le carenze strutturali e la insufficienza delle attrezzature; a ciò si aggiunge a volte l'inesperienza o la scarsa dedizione dei docenti.

Una simile condizione può portare a riproporre la dipendenza delle università latino-americane

da quelle del mondo industrializzato.

Il contatto tra mondo universitario europeo e latino-americano deve trasformarsi da semplice «scambio» in un processo in cui la mobilità sia collegata ad una riflessione attenta sulle caratteristiche culturali, sociali, tecnologiche ed organizzative della realtà locale.

La «mobilità» va intesa perciò come mobilità a doppio senso, «da e verso» l'America Latina, in quanto anche l'Europa deve potersi avvantaggiare dell'originalità di impostazioni culturali proprie dell'America Latina.

Gli interventi di cooperazione inter-universitaria dovranno privilegiare la formazione di omologhi locali, onde favorire la promozione di spinte auto-propulsive nelle università latino-americane in campi scientifici e culturali diversificati.

La riflessione sulle esperienze svolte suggerisce di evitare che studenti latino-americani compiano l'intero corso di studi universitari in Europa. Per evitare lo sradicamento culturale dei giovani ed i danni del «brain drain», lo studio in Europa po-

trebbe di preferenza interessare la specializzazione di giovani laureati che hanno già completato la formazione di base, e dovrebbe possibilmente avere una durata relativamente breve (1 o 2 anni).

La riflessione condotta dall'ICU a partire da molti insuccessi registrati ha portato ad individuare nella realizzazione di progetti integrati nei paesi latino-americani un efficace strumento di cooperazione universitaria.

La realizzazione di tali progetti richiede, accanto ai docenti universitari, l'impiego di ricercatori e di giovani esperti; l'invio e la messa in opera di attrezzature didattiche e di laboratorio; l'assegnazione di borse di specializzazione post-universitaria ad omologhi locali selezionati direttamente nell'ambito dei programmi stessi.

Alle specializzazioni formali attraverso corsi standard occorre infine aggiungere la possibilità di promuovere «stages» appositamente studiati, integrando gli apporti universitari con contributi provenienti dal mondo produttivo e della ricerca.

résumé

Coopération et mobilité universitaire: le cas de l'Amérique Latine

L'étroite interdépendance existant entre l'université et le processus de croissance de la société civile souligne le rôle fondamental de «service» que l'université est appelée à déployer

dans les pays latino-américains. Ces derniers sont caractérisés par la présence d'une pluralité de déséquilibres, tels que la coexistence, dans certaines zones, du sous-développe-

ment avec une industrialisation avancée, ou, dans d'autres cas, de l'existence de conflits parmi des groupes sociaux ou de ethnies différentes etc. Le rôle de service de l'Universi-

té se manifeste dans la formation de «cadres porteurs» du développement, aussi bien à un niveau technico-scientifique que administratif et culturel; dans son interaction avec le monde de la production (qui puise, dans l'université, à la fois les capacités techniques et les connaissances); dans son rôle de «conseil» et dans sa participation aux programmes de l'administration publique.

Mais des carences structurelles et l'insuffisance d'équipements propres aux structures universitaires latino-américaines ne permettent pas à ces derniers de remplir au mieux leur rôle; il faut également ajouter que parfois les enseignants font preuve d'inexpérience et d'un dévouement insuffisant.

Une telle condition entraîne encore une fois une dépendance des universités latino-américaines à l'égard des structures universitaires du monde industrialisé.

Le contact entre le monde uni-

versitaire européen et le monde latino-américain doit se transformer de simple «échange» en un processus où la mobilité découle d'une réflexion attentive des caractéristiques culturelles, sociales, technologiques et d'organisation de la réalité latino-américaine.

La mobilité doit donc être conçue dans les deux sens, «à partir de» et «vers» l'Amérique Latine, car même l'Europe doit pouvoir profiter de l'originalité des approches culturelles latino-américaines.

Les interventions de coopération inter-universitaire devront privilégier la formation de homologues locaux, susceptibles de favoriser la promotion d'impulsions propres aux universités latino-américaines dans les domaines scientifiques et culturels diversifiés.

La réflexion sur des expériences vécues nous suggère de ne pas encourager les étudiants latino-américains à accomplir toutes leurs études universitaires en Europe.

res en Europe.

Pour éviter le déracinement culturel de ces jeunes et les dangers du «brain-drain», on devrait les faire venir en Europe pour suivre un cours de spécialisation d'une durée d'un ou 2 ans au maximum après qu'ils aient déjà complété leur formation de base. A partir de nombreux échecs subis, l'ICU peut maintenant affirmer que la réalisation de projets intégrés dans les pays latino-américains représente un instrument efficace de coopération universitaire. La mise en oeuvre de tels projets comporte l'emploi non seulement d'enseignants universitaires, mais également de chercheurs et de jeunes experts, de même que l'envoi et la mise en place de matériel didactique et de laboratoire. L'octroi de bourses de spécialisation post-universitaire à des homologues locaux, directement choisis dans le cadre des programmes, assure et parfait la continuité de ces derniers.

CONCLUSIONS

The papers prepared and presented by the rapporteurs of the sessions dealing with the three main themes of the Conference contain a number of proposals for final recommendations on each subject. These proposals were discussed at some length during the sessions, and modifications have subsequently been made. Below, a list of these conclusions is presented. Since the number of detailed issues dealt with is considerable, the motivation for each item has been reduced or left out, and reference should be made to the original papers containing the proposals.

The Capelle Report and its recommendations (1977) have to a large extent been the basis for the preparation of this conference. Many of the principles proposed in this document are still of high relevance to the subject of the mobility of academic staff and postgraduate students. The conclusions drawn from the three sessions are the following:

CONCLUSIONS ON ACADEMIC STAFF MOBILITY

(1) Particularly in times of financial restrictions, with their concomitant danger of intellectual and professional stagnation, it is vital for the health of the system of higher education and research in Europe that all forms of mobility of staff in higher education, aimed at raising academic standards and efficiency in teaching and research, be not only firmly established but also developed beyond the level achieved. This is a task not only for every individual university and its departments but also for the competent government agencies. Each university and non-university institution of higher education should be urged to pursue an active policy on staff mobility.

(2) Throughout Europe it

should be possible in principle to fill the posts occupied by professors and other academic staff members at universities with foreigners, without requiring the latter to give up their nationality. In such cases formal controls and measures under the laws governing aliens (e.g. extension of the residence permits for a limited period of time only) should be waived.

(3) To encourage teaching and research the universities should have the right to recruit foreign academics as visiting professors or visiting lecturers for fixed periods (say, three to twelve months) in the appropriate disciplines and subjects. Moreover, it should be possible to recruit foreign academics from one week to several months to hold paid lectures and series of lectures and for research. Such teaching staff

may also hold teaching events in their mother tongue to the extent that this is suitable for the local audience.

(4) The universities should have responsibility for the funds required for visiting professors or visiting lecturers and for other research, teaching and lecturing activities carried out by foreign academics. Such funds need not be earmarked exclusively for paying foreign guest academics. The funds required for visiting academics should normally be available within the budget of the University. If needed, they should be made available by setting priorities. It should be ensured that the necessity for expenditure on guest academics is recognised in principle and that the necessary funds are made available.

(5) Arrangements should be

made in all Council for Cultural Cooperation (CDCC) countries (1) to the effect that professors (and holders of similar tenured positions for teaching and research) are entitled to paid study leave or research leave (sabbatical leave) after a specific number of years of teaching. It must be possible to use such leave for periods of work abroad too. The prerequisite is that a research project is to be pursued which meets with the approval of the competent agencies and that no gap ensues in the teaching services of the home university as a result of the said period of leave. It should be ascertained whether it is possible to enact essentially uniform regulations in the CDCC countries.

(6) In specific cases professors and other (particularly younger) academics should be able to take leave for limited periods of time (in general for a maximum of two years) without pay or with part-pay for teaching and research activities at foreign universities and other academic institutions. Regarding salary levels, seniority and pension rights, it should be possible to retain membership in the national pension scheme during the periods of leave for activities abroad, although it may be necessary for the academic concerned to pay the full contributions himself.

(7) To the extent that unpaid leave is not possible for legal reasons, in specific cases it should be possible to give younger academics an assurance that they will be allowed to return to their former or to a comparable position in their home country on the conclusion of a fixed period of academic activity abroad.

(8) To the extent that specific additional costs occurring during the stay of professors and

academics at foreign universities or foreign research institutions (travelling expenses, removal expenses, insurance contributions among other expenses) cannot be met from normal university funds or other funds (private foundations, etc.), the necessary resources for instance from central national funds could be helpful and effective. In allocating money from such funds, consideration can be given to the nature of the work envisaged abroad and its importance for international academic cooperation.

(9) It is recommended to examine whether essentially uniform principles can be applied in the CDCC countries concerning the tax treatment of fellowships and other payments rendering possible periods of work abroad (e.g. travel expenses).

(10) It is recommended for national consideration that when senior academic posts are advertised, consideration should be given to specify that qualified applicants, during their career, should have had experience in different places (in industry, universities or research institutes etc.) including possible experience from abroad. Regulations to this effect exist in a few CDCC member states.

(11) The Conference took note of a statement from a student representative: initiatives from students and student organizations in the field of academic mobility are in many situations stimulating staff in promoting new concepts of mobility and means and methods for its implementation.

CONCLUSIONS ON MOBILITY AND POSTGRADUATE EDUCATION

(1) National Mobility (and Equivalence) Information Centres

Their position needs to be considered in the light of the decisions of the European Ministers responsible for research. The centres should not be burdened

with the preparation of compilation of lists of research projects. They should be able to advise prospective postgraduates and other visitors from abroad about fellowships and scholarships that might be available to them, and also about other facilities and privileges available to them, together with other practical information. Government support for the centres needs to be maintained and, possibly, in some cases increased.

(2) The Student Handbooks

These were noted to be a subject for discussion with the Commission of the European Communities. Their usefulness as a source of information to support postgraduate and postdoctoral mobility needs to be considered and alternative sources may need to be considered for such information.

(3) Statistical information

While there is a danger of collecting information for its own sake, it would be helpful to have information on the levels of intra-European and other postgraduate and postdoctoral mobility as a basis for assessing the effectiveness of measures to enhance mobility. The information could most easily be compiled if each university would be willing to report the numbers of postgraduate and postdoctoral fellows it received each year from:

- (a) each European country, individually; and
- (b) the rest of the world as a whole.

(4) Inter-university agreements and regional cooperation

These may take the form of:

- (i) European Associations of Research Laboratories;
- (ii) Regional Groupings of Universities on the basis of:
 - (a) complementary action;
 - (b) cooperative action; or
 - (c) doctoral agreements.

In this context, the Conference

(1) Austria, Belgium, Cyprus, Denmark, Finland, France, Federal Republic of Germany, Greece, Holy See, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Malta, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, United Kingdom.

took note of the recommendations relating to mobility at the postgraduate and postdoctoral level by the European Ministers responsible for research at their meeting of 17 September 1984. It noted with particular interest the task given to a group of experts to consider the proposal to establish a «European Doctorate». It expressed the wish to have an evaluation of the state of development of the project presented at the next meeting of the Standing Conference on University Problems (CC-PU).

(iii) Twinning of universities or faculties, particularly on a North-South basis; and
(iv) Other possibilities.

All such agreements and proposals need to be based on concrete proposals, defining fields of research or study and naming individuals involved and should be evaluated on its behalf by a working party established by the CC-PU. The role of the CC-PU should be one of encouragement and advice.

(5) Other forms of inter-university cooperation

The European Programme for the development of postgraduate training should be continued as a valuable contribution to inter-university cooperation. Its possible extension to include other types of courses, such as European Credit Courses should be considered by the CC-PU.

(6) Fellowships at the postgraduate and postdoctoral level

The Council of Europe higher education scholarship scheme should be continued and enhanced. In its discussions with the Commission of the European Communities and the European Science Foundation, following the decisions of the European Ministers responsible for Research, the Council of Europe should have in mind the need for postgraduate and postdoctoral fellowships (national and/or European), including high level (prestige) post-

doctoral fellowships.

(7) Links with industry

The progress of the pilot scheme with the European pharmaceutical industry should be studied carefully in order to decide what further developments would be possible.

The idea of courses in the development and exploitation of innovation was noted with much interest but is referred to the CC-PU for its separate consideration as being a matter outside the scope of mobility but within the terms of reference of the CC-PU.

(8) The European summer term

The question of the potential for exploiting a period in the Summer as one in which to concentrate, as far as possible, foreign exchanges and European Summer Schools and Intensive Courses at the postgraduate level should be referred to the European Rectors' Conference for its advice and comments.

(9) Student Welfare Services

The Conference accepted the need for the Working Party on Student Welfare Services to consider in particular the needs of postgraduate students and postdoctoral fellows in foreign countries, but did not wish this to be done to the exclusion of consideration of the needs of undergraduate students.

(10) Language problems

The Capelle recommendations on this subject need to be taken into account. However, whenever possible the problem should be met by mutual aid as part of interuniversity or regional cooperation.

(11) Credit transfer

This is more a matter of concern in advanced courses than in research programmes, but it is most easily met by inter-

university agreements, including joint study programmes.

(12) Definitions

The Conference advises the CC-PU that there is a need for it to decide on definitions of the terms «postgraduate» and «postdoctoral» after due consideration of views expressed to it on this matter from various sources. The definitions are needed to avoid misunderstandings in discussions of postgraduate and postdoctoral mobility at the international level.

(13) Academic staff mobility

Academic staff mobility is seen as necessary to provide the right environment for the encouragement of postgraduate and postdoctoral mobility.

CONCLUSIONS ON STAFF MOBILITY FOR THE COOPERATION WITH COUNTRIES OUTSIDE EUROPE - CASE STUDY: EUROPE-LATIN AMERICA

Introduction

In the context of stimulating academic mobility in order to foster inter-university cooperation with Latin-America, there emerges a number of aims which future European action could pursue and attain, and some conclusions, bearing in mind those made about academic mobility in Europe at the Stockholm Conference.

There are however certain prerequisites;

(a) intra-European inter-university cooperation must be carried out in accordance with the principle of the European global dimension of universities, envisaging collaboration and overcoming the specific problems affecting balanced development in Europe;

(b) the principle of cultural interactivity must be accepted in a rational manner and then methodical interaction for intra-European and extra-European inter-university cooper-

ation must be accepted;
 (c) the political independence of universities and the autonomous role of universities as innovators and promoters of cultural cooperation must also be reaffirmed;
 (d) the mobility of academic staff must be recognised as an exemplary route towards setting up extra-European inter-university cooperation without claiming, at least for some time, that there should be complete reciprocity.

Conclusions

(1) There is considerable potential in Europe for cooperation with Latin America. The potential represented by intra-European cooperation must be assessed and cooperation with non-European regions must be defined.

(2) Through collaboration with the Latin-American countries concerned, the potential existing in Latin America for cooperation with Europe must also be defined and assessed.

(3) Co-ordinated action is needed at government and university level supported by effective, appropriate and fast information on what is being undertaken — information at international, European and extra-European levels. The universities will be able to request and assimilate it on their own initiative encouragement and association with government action.

(4) The conference takes note with great interest of Resolution No. 814 adopted by the Parliamentary Assembly of the Council of Europe in which the governments of Council of Europe member states are invited to «provide funds for developing independent contacts between universities, research institutes and training centres».

(5) The European universities must play an important role in preparing curricula (education) and appropriate projects (research). The Latin-American partners should be offered a wide range of courses for example for teachers, histo-

rians, archivists and art restorers.

At the same time, cooperation should make provision for teacher-training, educational planning and technology, the organization of state and municipal education services and the conservation and exploitation of the cultural heritage.

(6) The conference noted that it was important not to neglect the reorganisation, or rather modernisation of university structures in the Latin-American countries, where it seems necessary, so as to adapt them to the present situation and to the cultural, social and economic requirements of modern society, not only at national level. Special cooperation programmes could be set up in particular with the aim of assisting with the creation of new universities where needed, following the desire of Latin-American countries.

(7) It is essential to improve reciprocal information taking advantage of new communication and data-processing techniques. Study centres should be established to analyse, in collaboration with specialists from the Latin-American countries, particularly through research theses or «shared theses», the problems and needs of their countries and the results of European actions.

(8) The CC-PU should step up its work aimed at abolishing or reducing administrative and other obstacles to free mobility and cultural exchanges, particularly between university teachers from Europe and Latin America.

(9) The conference recognises that the following principles should apply not only to Latin-American countries but generally, and requests the CC-PU to consider recommending to Council of Europe member states the provision of at least basic financing for visits and exchanges:

— during the visit or exchange each teacher should retain his salary and allowances as though he was teaching in his own university;

— travel costs and additional housing costs should be provided by the institution under a special budget provided for the purpose.

Although universities should be responsible for the organization of particular visits and exchanges, general principles may be as follows:

— the initiative for the visit or exchange should come from the universities or the teachers;
 — in the event of an exchange, this should be for different subjects put at the same level so that the students from both universities are able to benefit from the exchange;

— the teachers visiting should be reimbursed for expenses resulting directly from their visit or exchange;

— visits and exchanges should count towards the teacher's academic promotion.

More generally, member countries and their universities must be encouraged:

— to intensify cooperation between European and Latin-American institutions;

— to facilitate the reception of teachers, researchers and students from Latin-American countries and to cooperate with national and international institutions providing assistance for the developing countries.

10. It seems necessary and useful to establish instruments for coordinating the bodies, institutes, etc. in Council of Europe member countries which already cooperate with Latin America in order to serve as a starting point for preparing a European policy applicable to the whole of Latin America. At the same time existing instruments designated by other inter-governmental organizations should be duly utilised through cooperation between these organizations and the Council of Europe.

CONCLUSIONS ON THE CONTRIBUTION OF THE CONFERENCE TO THE RESOLUTION ON MOBILITY ADOPTED BY THE EUROPEAN

MINISTERS RESPONSIBLE FOR RESEARCH

(Paris, 17 September 1984)

The participants noted with great interest the declaration of the Ministers:

«Regretting that mobility among European researchers is often hampered by material obstacles which practical measures should be able to overcome, whether in the matter of information, circulation, accommodation and return in the case of the European research worker or the movement of scientific equipment» (2);

Affirming their desire «to intensify European concertation and cooperation in the field of research and accordingly to foster contacts and exchanges among scientists, laboratories, universities and other institutions of higher education and research in Europe;

Convinced that special attention must be paid to both geographical and disciplinary mo-

bility for the purpose of turning to account research and innovation in the European scientific and technological area through concertation, cooperation, comparison of methods and findings and the transfer of knowledge from one discipline to another» (2);

The participants recommend to the CC-PU:

(1) to consider the possibility of supporting the setting up of a network of scientific cooperation in the field of comparative study on education systems;

(2) to establish the appropriate liaison for cooperation with the Commission of the European Communities in its initiative to develop a European system of information on the practical opportunities for exchanges and meetings in laboratories;

(2) See report on the Conference of European Ministers responsible for research (Paris, September 1984), on the following pages.

(3) to ask the groups of experts working on the project dealing with:

(i) a «European researcher's card»;

(ii) the development of innovation in training of researchers in particular on a «European doctorate»;

to present reports to be discussed by the Standing Conference on University problems.

(4) to use the European programme for the development of postgraduate training to contribute to the implementation of the decision of the European Research Ministers for the development of innovations in training on an international basis;

(5) to follow the studies carried out by the Commission of the European Communities and the European Science Foundation on the ways of improving the current situation on European bilateral and/or multilateral fellowship schemes.

CONCLUSIONI

CONCLUSIONI SULLA MOBILITÀ DEL PERSONALE ACCADEMICO

1) In un periodo di restrizioni finanziarie, con il conseguente pericolo di una stasi intellettuale e professionale, è di vitale importanza per il sistema dell'istruzione superiore e della ricerca in Europa che ogni tipo di mobilità del personale dell'istruzione superiore — il cui scopo è quello di elevare gli standard accademici e l'efficienza dell'insegnamento e della ricerca — sia non solo definito in modo chiaro, ma anche sviluppato al di là dei livelli già raggiunti. Questo è un compito che riguarda non solo le singole università con i loro dipartimenti, ma anche gli organi governativi competenti. Ogni università ed ogni istituto non universitario di istruzione superiore dovrà essere quindi stimolato a perseguire una politica attiva rispetto alla mobilità del personale.

2) In Europa dovrebbe essere possibile, in linea di principio, inserire — nei posti occupati dai docenti o da altri membri del personale acca-

demico — personale straniero, senza che sia necessaria da parte di quest'ultimo la rinuncia alla nazionalità. In tal caso si potrebbero evitare i controlli formali ed i provvedimenti che riguardano le leggi che regolano gli stranieri (per es. la concessione dei permessi di residenza solo per un limitato periodo di tempo).

3) Per incoraggiare l'insegnamento e la ricerca, le università dovrebbero avere il diritto di reclutare accademici stranieri in qualità di docenti o conferenzieri ospiti per periodi determinati (diciamo da tre a dodici mesi) nelle varie discipline. Inoltre, dovrebbe essere possibile reclutare accademici stranieri, per un periodo variabile da una settimana ad alcuni mesi, per tenere conferenze retribuite o svolgere ricerche. Tale personale insegnante potrebbe anche tenere lezioni nella lingua madre, nella misura in cui ciò risultasse conveniente per l'uditorio locale.

4) Le università dovrebbero avere esse stesse la responsabilità dei fondi necessari per i docenti o i conferenzieri ospiti o per altre atti-

vità di ricerca, insegnamento o conferenze svolte da accademici stranieri. Tali fondi non dovranno essere destinati esclusivamente alla retribuzione degli ospiti stranieri. Essi dovranno essere compresi nel bilancio dell'università, e, se necessario, dovranno essere resi disponibili stabilendo una serie di priorità. Si dovrebbe garantire, in linea di principio, il riconoscimento della necessità della spesa per gli ospiti stranieri, così come il fatto che i fondi necessari siano reperibili.

5) In ciascun paese facente parte del Consiglio per la Cooperazione Culturale (CDCC) (1), si dovrà raggiungere un accordo che permetta ai docenti (e a coloro che detengano una posizione simile nell'insegnamento e nella ricerca) di ottenere un congedo retribuito di studio o

(1) Austria, Belgio, Cipro, Danimarca, Finlandia, Francia, Grecia, Irlanda, Islanda, Italia, Liechtenstein, Lussemburgo, Malta, Norvegia, Paesi Bassi, Portogallo, Regno Unito, Repubblica Democratica Tedesca, Santa Sede, Spagna, Svezia, Svizzera, Turchia.

di ricerca (periodo sabbatico) dopo un determinato numero di anni di insegnamento. Dovrà essere possibile impiegare tale congedo anche per periodi di lavoro all'estero. Requisito essenziale dovrà essere il fatto che il progetto di ricerca ottenga l'approvazione degli organi competenti, e come risultato di questo periodo di congedo non si venga a verificare, nell'università di provenienza, un disservizio nell'insegnamento. Si dovrà inoltre accertare la possibilità di varare una regolamentazione il più possibile uniforme nei paesi del CDCC.

6) In casi particolari, i docenti ed altri accademici (in particolare i più giovani) dovrebbero avere la possibilità di ottenere un congedo per limitati periodi di tempo (diciamo in generale per un massimo di due anni), senza ricevere retribuzione o con retribuzione parziale, per attività di insegnamento e ricerca in università straniere o altre istituzioni accademiche. Per quanto riguarda i livelli salariali, l'anzianità e le previdenze sociali, dovrebbe essere possibile mantenere l'iscrizione nel sistema pensionistico nazionale durante il periodo del congedo per attività all'estero, sebbene possa essere necessario che il docente interessato continui a versare a proprie spese l'intero contributo.

7) Considerato che il congedo non retribuito è impossibile per ragioni legali, in casi specifici dovrebbe essere possibile assicurare agli accademici più giovani la possibilità di rioccupare la loro precedente posizione o comunque una di pari livello, una volta rientrati in patria a conclusione di un periodo definito di attività accademica all'estero.

8) Considerato che i costi addizionali specifici cui si fa fronte durante la permanenza di docenti e accademici nelle università o negli istituti di ricerca stranieri (tra le altre: spese di viaggio, di trasferimento e contributi assicurativi) non possono essere sostenuti da normali fondi universitari e da altri fondi (fondazioni private, ecc.), potrebbe risultare utile ed efficace far provenire le risorse necessarie da un fondo nazionale centrale. Nello stanziamento del denaro proveniente da questi fondi, si dovrà tenere in considerazione la natura del lavoro previsto all'estero e la sua importanza nell'ambito della cooperazione universitaria internazionale.

9) Si raccomanda di esaminare se esista o meno la possibilità di applicare principi essenzialmente uniformi nei paesi del CDCC per quanto riguarda le imposte sulle borse di studio o su altri sussidi che ren-

dano possibili periodi di lavoro all'estero (per es. spese di viaggio).

10) Si raccomanda, per riguardo nei confronti della nazione, che quando posti accademici di un certo livello si rendano disponibili, particolare considerazione venga data allo specificare che i candidati qualificati devono aver fatto, nel corso della loro carriera, esperienza in settori diversi (industria, università, istituti di ricerca, ecc.), compresa un'eventuale esperienza all'estero. Esiste a questo riguardo una regolamentazione in alcuni stati membri del CDCC.

11) La Conferenza ha preso nota delle proposte fatte dalla rappresentativa studentesca: iniziative da parte degli studenti od organizzazioni studentesche nel settore della mobilità accademica stimolano in molte situazioni il personale a promuovere nuove concezioni della mobilità e mezzi e metodi per la sua messa in atto.

CONCLUSIONI SULLA MOBILITÀ E L'ISTRUZIONE POST-LAUREA

1) Centri Nazionali di Informazione sulla Mobilità ed Equivalenza

La loro posizione deve essere considerata alla luce delle decisioni dei Ministri europei della ricerca. Sui centri non dovrà gravare la compilazione delle liste dei progetti di ricerca. Essi dovranno solo informare i neolaureati ed altri ospiti stranieri circa le borse di studio ed i dottorati disponibili e tutti i privilegi e le facilitazioni di cui possono avvalersi, insieme a tutte le altre possibili informazioni pratiche. È necessario che gli aiuti governativi per questi centri vengano mantenuti, e in alcuni casi, ove possibile, incrementati.

2) Guide dello studente

Le guide dello studente saranno oggetto di discussione della Commissione delle Comunità Europee. La loro utilità come fonte di informazione per sostenere la mobilità post-laurea e post-dottorato dovrà essere presa in considerazione; a questo proposito, potranno essere prese in esame anche fonti di informazione alternative.

3) Informazioni statistiche

Mentre esiste il pericolo di raccogliere informazioni fini a se stesse, sarebbe utile ottenere informazioni

sui livelli di mobilità post-laurea e post-dottorato sia in Europa che in altri paesi, come punto di partenza per la valutazione dell'efficacia delle misure da prendere per incrementare questa mobilità. Queste informazioni potrebbero essere ottenute più facilmente se ciascuna università fosse disposta a comunicare il numero di borsisti che ogni anno essa accoglie da:

- a) ogni nazione europea, singolarmente;
- b) il resto del mondo, globalmente.

4) Accordi interuniversitari e cooperazione regionale

Possono assumere la forma di:

I) associazioni europee di laboratori di ricerca;

II) raggruppamenti regionali di università sulla base di:

- a) azione complementare;
- b) azione cooperativa;
- c) accordi sui dottorati.

In questo quadro la Conferenza ha preso nota delle raccomandazioni relative alla mobilità a livello post-laurea e post-dottorato espresse dai Ministri europei della ricerca durante il meeting del 17 settembre 1984. La Conferenza ha preso nota con particolare interesse del compito affidato ad un gruppo di esperti di studiare la proposta dell'istituzione di un «dottorato europeo». La Conferenza ha espresso il desiderio di poter avere una valutazione del progetto durante il prossimo meeting della Conferenza permanente sui problemi universitari (CC-PU);

III) gemellaggio di università o facoltà, particolarmente rispetto ad un rapporto nord-sud;

IV) altre possibilità.

Tutti questi accordi e queste raccomandazioni dovranno basarsi su proposte concrete, che definiscano i campi di ricerca o di studio e i soggetti coinvolti; essi dovranno inoltre essere valutati da un gruppo di lavoro nominato dalla CC-PU. Il ruolo della CC-PU sarà un ruolo di sostegno e consultivo.

5) Altre forme di cooperazione interuniversitaria

Il Programma europeo per lo sviluppo dei corsi di perfezionamento dovrà essere portato avanti, in quanto valido contributo alla cooperazione interuniversitaria. La possibilità di ampliarlo fino ad includere corsi di tipo diverso come gli «European Credit Courses» dovrà essere presa in considerazione dalla CC-PU.

6) Borse di studio a livello post-laurea e post-dottorato

Il Programma di borse di studio per l'istruzione superiore del Consiglio d'Europa dovrà essere portato avanti e potenziato.

Nel suo dibattito con la Commissione delle Comunità Europee e con la Fondazione Europea della Scienza, in seguito alle decisioni dei Ministri europei della ricerca, il Consiglio d'Europa dovrà tenere ben presente la necessità di istituire borse di studio post laurea e post-dottorato (nazionali e/o europee), comprese le borse di studio post-dottorato ad alto livello (di prestigio).

7) Rapporti con l'Industria

I progressi del progetto pilota in collaborazione con l'industria farmaceutica europea dovranno essere studiati molto attentamente per decidere su eventuali possibili sviluppi.

L'idea di istituire corsi sullo sviluppo e lo sfruttamento delle innovazioni è stata considerata con grande interesse, ma l'argomento è stato rinviato alla CC-PU per essere studiato separatamente, dal momento che esso esula dal problema della mobilità, ma rientra nelle competenze della CC-PU.

8) European summer term

Il problema della possibilità di utilizzare una parte del periodo estivo in cui concentrare, per quanto possibile, gli scambi internazionali, le Scuole europee estive ed i Corsi intensivi a livello post-laurea dovrà essere rinviato alla Conferenza dei Rettori Europei, che fornirà il suo parere e darà la sua valutazione.

9) Servizi di assistenza per gli studenti

La Conferenza ha accettato la proposta del gruppo di lavoro concernente i servizi di assistenza per gli studenti di considerare in particolare le necessità dei laureati e di «postdoctoral fellows» che si trovino in paesi stranieri, ma ha auspicato che ciò non venga fatto a scapito delle necessità degli studenti non ancora laureati.

10) Problemi linguistici

A questo proposito è necessario prendere in considerazione le raccomandazioni del Rapporto Capelle. Tuttavia, ove possibile, il problema dovrà essere risolto mediante

l'aiuto reciproco, quale parte della cooperazione interuniversitaria o regionale.

11) Credit transfer

Si tratta di un problema relativo ai corsi avanzati piuttosto che ai programmi di ricerca, che può essere risolto nel modo più semplice mediante accordi interuniversitari che comprendano anche programmi congiunti di studio.

12) Definizioni

La Conferenza ha fatto presente alla CC-PU la necessità di stabilire il significato dei termini «postgraduate» e «postdoctoral», dopo aver preso nella dovuta considerazione i punti di vista espressi a questo riguardo da varie fonti. Tali precisazioni sono necessarie al fine di evitare equivoci nelle discussioni relative alla mobilità «postgraduate» e «postdoctoral» a livello internazionale.

13) Mobilità del personale accademico

La mobilità del personale accademico è considerata necessaria al fine di formare un ambiente idoneo ad incoraggiare la mobilità dei neo-laureati e dei neo-dottori.

CONCLUSIONI SULLA MOBILITÀ DEL PERSONALE RISPETTO ALLA COOPERAZIONE CON PAESI NON EUROPEI. CASO ESAMINATO: EUROPA-AMERICA LATINA

Introduzione

Nell'ambito dell'incremento della mobilità accademica allo scopo di promuovere la cooperazione interuniversitaria con l'America Latina, emergono una serie di obiettivi che una futura azione europea può perseguire e raggiungere ed alcune conclusioni, che tengono presente quanto è scaturito a questo proposito durante la Conferenza di Stoccolma.

Esistono tuttavia alcune condizioni preliminari:

a) la cooperazione interuniversitaria intraeuropea deve essere portata avanti seguendo il principio della dimensione europea globale delle università, prevedendo la collaborazione e la soluzione di problemi specifici che incidono su un equilibrato sviluppo in Europa;

b) il principio dell'interazione culturale dovrà essere accettato in

modo razionale; solo allora si potrà accettare un'interazione metodica per una cooperazione interuniversitaria intraeuropea ed extraeuropea;

c) si dovrà riaffermare tra l'altro l'indipendenza politica dell'università e il suo ruolo autonomo di innovatrice e promotrice della cooperazione culturale;

d) la mobilità del personale accademico deve essere considerata come la via esemplare per stabilire una cooperazione interuniversitaria extraeuropea, senza che si richieda, almeno in un primo tempo, una completa reciprocità.

Conclusioni

1) Esiste in Europa un potenziale considerevole per instaurare una cooperazione con l'America Latina. Tuttavia tale potenziale, rappresentato dalla cooperazione intraeuropea, deve essere ancora valutato, e si dovrà anche definire la cooperazione con i paesi non europei.

2) Il potenziale esistente in America Latina riguardo la cooperazione con l'Europa dovrà essere anch'esso valutato e definito con la collaborazione dei paesi latino-americani interessati.

3) È necessaria un'azione coordinata a livello governativo ed universitario, coadiuvata da informazioni efficienti, appropriate e rapide sulle iniziative intraprese; informazioni a livello internazionale, europeo ed extraeuropeo. Le università dovranno essere in grado di richiedere ed elaborare tali informazioni di propria iniziativa, con l'incoraggiamento e la collaborazione del proprio governo.

4) La Conferenza ha preso nota con estremo interesse della risoluzione n. 814 adottata dall'Assemblea Parlamentare del Consiglio d'Europa, nella quale i governi degli stati membri del Consiglio d'Europa sono stati invitati a «provvedere allo stanziamento di fondi per stabilire contatti indipendenti tra le varie università, gli istituti di ricerca e i centri di addestramento».

5) Le università europee svolgeranno un ruolo importante nella preparazione di curricula (istruzione) e progetti appropriati (ricerca). Ai partner latino-americani, per esempio, potrebbe essere offerta una vasta gamma di corsi per insegnanti, storici, archivisti e restauratori.

Al tempo stesso, tale cooperazione potrebbe contemplare l'istituzione di corsi di addestramento per insegnanti, la pianificazione didattica con le relative tecnologie, la organizzazione di servizi di istruzione

statali e comunali, la conservazione e l'utilizzazione del patrimonio culturale.

6) La Conferenza ha sottolineato la necessità di non trascurare la riorganizzazione — o meglio la modernizzazione — delle strutture universitarie nei paesi dell'America Latina, laddove si ritenga necessaria, così da adattarle alla situazione odierna ed alle richieste culturali, economiche e sociali della società moderna, e non solo a livello nazionale. Programmi particolari di cooperazione potrebbero essere istituiti con lo scopo di creare nuove università, ove necessario, in accordo con le esigenze dei paesi latino-americani.

7) È essenziale incrementare l'informazione reciproca servendosi delle nuove tecniche di comunicazione ed elaborazione dati. Si dovranno istituire dei centri che avranno il compito di analizzare, in collaborazione con gli specialisti dei paesi latino-americani, in particolare per mezzo di tesi di ricerca o «thèses partagées», i problemi e le necessità dei propri paesi, nonché i risultati raggiunti tramite l'azione europea.

8) La CC-PU dovrà potenziare la sua azione al fine di abolire o ridurre gli ostacoli amministrativi o di altro genere, così da rendere più facili la mobilità e gli scambi culturali, con particolare riferimento ai docenti universitari europei e latino-americani.

9) La Conferenza riconosce che i seguenti principi debbono trovare applicazione non solo nei paesi dell'America Latina, ma in generale, ed ha invitato la CC-PU a considerare la possibilità di raccomandare agli stati membri del Consiglio d'Europa lo stanziamento per lo meno di un finanziamento di base per le visite e gli scambi:

- durante la visita o lo scambio, ogni docente dovrebbe percepire retribuzione e indennità come se fosse in servizio presso la propria università;

- le spese di viaggio e quelle addizionali di alloggio dovrebbero essere coperte dall'istituzione con un fondo speciale predisposto a tal fine.

Nonostante il fatto che le università dovrebbero essere gli organismi responsabili dell'organizzazione di visite e scambi particolari, i seguenti punti possono essere considerati principi generali:

- l'iniziativa della visita o dello scambio dovrebbe partire dalle università o dai docenti;

- nel caso di uno scambio, questo dovrebbe avvenire per materie

differenti ad uno stesso livello, così che gli studenti di entrambe le università possano beneficiare dello scambio stesso;

- i docenti in visita dovrebbero avere il rimborso delle spese derivanti direttamente dalla visita o dallo scambio;

- le visite e gli scambi dovrebbero essere valutati ai fini della carriera accademica del docente.

Più in generale, i paesi membri e le loro università dovrebbero essere incoraggiati:

- ad intensificare la cooperazione tra istituzioni europee e latino-americane;

- a facilitare l'accoglienza di docenti, ricercatori e studenti provenienti dai paesi dell'America Latina e a cooperare con le istituzioni nazionali ed internazionali per fornire assistenza ai paesi in via di sviluppo.

10) Si ritiene necessario ed utile approntare strumenti per coordinare gli enti, gli istituti, ecc., esistenti nei paesi membri del Consiglio d'Europa, che già collaborano con l'America Latina, in modo da costituire un punto di partenza per la preparazione di una politica europea applicabile a tutta l'America Latina. Contemporaneamente, gli strumenti già esistenti designati da altre organizzazioni intergovernative dovranno essere adeguatamente utilizzate, mediante la cooperazione tra queste organizzazioni e il Consiglio d'Europa.

CONCLUSIONI SUL CONTRIBUTO DELLA CONFERENZA ALLA RISOLUZIONE SULLA MOBILITÀ ADOTTATA DAI MINISTRI EUROPEI RESPONSABILI DELLA RICERCA

(Parigi, 17 settembre 1984)

I partecipanti hanno preso nota con grande interesse della dichiarazione dei Ministri:

«Notando con rammarico che la mobilità dei ricercatori europei è spesso intralciata da ostacoli materiali che dovrebbero essere superati con l'applicazione di provvedimenti adeguati, sia in materia di informazione, circolazione, sistemazione e ritorno in patria, nel caso dei ricercatori europei, sia in materia di movimento delle apparecchiature scientifiche» (2);

Affermando il loro desiderio di «intensificare gli accordi e la cooperazione europea nel campo della ricerca e quindi di promuovere i contatti e gli scambi tra scienziati, la-

boratori, università ed altri istituti di istruzione superiore e di ricerca in Europa;

Convinti che si debba prestare un'attenzione particolare alla mobilità sia geografica che disciplinare, allo scopo di trarre vantaggio dalla ricerca e dalle innovazioni dell'area scientifica e tecnologica europea attraverso gli accordi, la comparazione dei metodi e delle scoperte e lo scambio reciproco della conoscenza da una disciplina all'altra» (2).

I partecipanti hanno esortato la CC-PU:

1) a considerare la possibilità di appoggiare la costituzione di una rete di cooperazione scientifica nel campo dello studio comparativo dei sistemi di istruzione;

2) a stabilire contatti appropriati per la cooperazione con la Commissione delle Comunità Europee, per quanto riguarda la sua iniziativa di sviluppare un sistema europeo di informazione sulle possibilità pratiche di scambi ed incontri nei laboratori;

3) a chiedere ai gruppi di esperti che lavorano sui progetti concernenti:

- a) una «Carta europea del ricercatore»;

- b) lo sviluppo dell'innovazione nell'addestramento di ricercatori, e in particolare la possibilità di un «doctorato europeo» di presentare dei rapporti che dovranno essere discussi dalla Conferenza Permanente sui Problemi Universitari;

4) ad utilizzare il programma europeo per lo sviluppo dell'addestramento post-laurea, per contribuire alla messa in atto della decisione presa dai Ministri europei per la ricerca, riguardo lo sviluppo delle innovazioni nel campo dell'addestramento su base internazionale;

5) a seguire gli studi svolti dalla Commissione delle Comunità Europee e dalla Fondazione Europea della Scienza sui modi di migliorare l'attuale situazione dei programmi europei di borse di studio bilaterali e/o multilaterali.

(2) Cfr. oltre Rapporto sulla Conferenza di Parigi.

CONCLUSIONS

CONCLUSIONS RELATIVES A LA MOBILITE UNIVERSITAIRE

(1) Dans une période de restrictions financières, où existe le danger d'une stagnation intellectuelle et professionnelle, il est particulièrement indispensable pour la santé de l'enseignement supérieur et de la recherche en Europe que la mobilité universitaire, destinée à améliorer la qualité des études et l'efficacité de l'enseignement et de la recherche, soit non seulement solidement établie, et ce sous toutes ses formes, mais également poussée au-delà du niveau atteint. C'est là une tâche qui concerne aussi bien chaque université et faculté en propre, que les administrations publiques compétentes. Tous les établissements d'enseignement supérieur devraient être exhortés à mener une politique active de mobilité du personnel.

(2) Il devrait en principe être possible, dans toute l'Europe, d'offrir des chaires ou d'autres postes universitaires à des étrangers sans que ceux-ci aient à renoncer à leur nationalité. Dans de tels cas, les contrôles officiels et les mesures prévues par la législation régissant le statut des étrangers (extension des permis de séjour limitée à des périodes restreintes, etc...) devraient être abandonnées.

(3) Afin d'encourager l'enseignement et la recherche, les universités devraient être autorisées à recruter des enseignants étrangers de différentes disciplines en qualité de professeurs ou d'assistants «invités» pendant des périodes dé-

terminées (de trois mois à un an par exemple). Elles devraient en outre pouvoir faire appel, pour une semaine ou plusieurs mois, à des universitaires étrangers qu'elles rémunéreraient pour mener des travaux de recherche ou donner des séries de conférences, qui pourraient être faites dans la langue maternelle de l'enseignant si celle-ci est accessible à l'auditoire local.

(4) Les universités devraient être responsables des fonds nécessaires à la rémunération des professeurs et assistants invités et au financement d'activités d'enseignement et de recherche de ce personnel. Ces fonds devraient être normalement prévus dans le budget de l'université — sans nécessairement correspondre à un poste spécifique — ou dégagés, si besoin est, en établissant des priorités. Il conviendrait de s'assurer que la nécessité de telles dépenses soit reconnue dans son principe et que les ressources requises soient débouquées.

(5) Des dispositions devraient être prises dans tous les Etats membres du Conseil de la Coopération Culturelle (CDCC) (1) pour permettre aux professeurs de faculté et aux autres détenteurs de fonctions d'enseignement et de recherche de bénéficier d'une période sabbati-

que rémunérée au terme d'un certain nombre d'années d'exercice. Ce congé devrait notamment pouvoir être utilisé pour travailler à l'étranger, la condition préalable étant qu'il soit consacré à un projet de recherche ayant reçu l'approbation des instances compétentes et ne provoque pas de trou dans l'enseignement dispensé par l'université d'origine. Il convient de déterminer s'il est possible d'arrêter des réglementations parfaitement uniformes en la matière dans les différents Etats membres du CDCC.

(6) Dans certains cas, les professeurs et les autres universitaires (notamment les plus jeunes) devraient pouvoir prendre un congé non rétribué, ou assorti d'une rémunération partielle, pendant une période limitée (deux ans maximum généralement), pour partir enseigner ou effectuer des recherches dans des universités ou des établissements d'enseignement supérieur étrangers.

En ce qui concerne l'évolution du salaire, l'ancienneté et les droits à pension, il devrait être possible de rester affilié au système national de retraite durant la période d'absence, bien que l'enseignant puisse avoir à prendre à sa charge la totalité des cotisations.

(7) S'il est impossible, pour des raisons d'ordre juridique, de les faire bénéficier d'un congé non rémunéré, les jeunes universitaires devraient, dans certains cas, se voir assurés d'être réintégrés dans le poste qu'ils occupaient dans leur pays (ou de retrouver un poste équivalent) au terme d'une période dé-

(1) Autriche, Belgique, Chypre, Danemark, Espagne, Finlande, France, Grèce, Irlande, Islande, Italie, Liechtenstein, Luxembourg, Malte, Norvège, Pays Bas, Portugal, République Fédérale d'Allemagne, Royaume Uni, Saint-Siège, Suède, Suisse, Turquie.

terminée d'enseignement à l'étranger.

(8) Dans la mesure où les frais supplémentaires occasionnés par le séjour d'universitaires étrangers dans des universités ou instituts de recherche (frais de voyage, de déménagement, cotisations d'assurance etc.) ne pourraient être financés sur le budget de ces établissements ou sur celui de fondations privées, le recours à des fonds centraux nationaux pourrait être utile et efficace pour obtenir les ressources voulues. Il pourrait être tenu compte, dans l'attribution de ces fonds, de la nature des travaux envisagés à l'étranger et de l'importance qu'ils revêtent pour la coopération internationale dans le domaine universitaire.

(9) Il est recommandé d'examiner dans quelle mesure il serait possible d'uniformiser, dans les Etats membres du CDCC, les principes applicables au traitement fiscal des bourses et différents débours occasionnés par les séjours de travail à l'étranger (frais de voyage etc.).

(10) Il est recommandé aux différents pays d'envisager de faire préciser, dans les annonces concernant des postes universitaires de haut niveau, la nécessité pour les candidats d'avoir acquis une expérience antérieure dans différents secteurs (industrie, université, instituts de recherche etc.), y compris éventuellement à l'étranger. Ceci est déjà prévu par la réglementation de quelques uns des Etats membres du CDCC.

(11) La Conférence a pris acte d'une déclaration d'un représentant des étudiants, selon laquelle leurs initiatives et celles de leurs organisations en matière de mobilité universitaire sont, dans de nombreux cas, en train de favoriser la promotion de conceptions nouvelles de la mobilité et des moyens de la mettre en oeuvre chez les enseignants.

CONCLUSIONS RELATIVES A LA MOBILITE ET A L'ENSEIGNEMENT AU NIVEAU DES ETUDIANTS DIPLOMES (TROISIEME CYCLE)

(1) Centres nationaux d'information en matière de mobilité et d'équivalences

Leur situation doit être examinée à la lumière des décisions des Ministres européens responsables de la Recherche. Les centres ne doivent pas voir leur tâche alourdie par l'élaboration d'inventaires de projets de recherche. Ils doivent, par con-

tre, être en mesure de conseiller les futurs diplômés du 3^{ème} cycle et les visiteurs étrangers sur les bourses d'études et de perfectionnement pouvant leur être offertes, ainsi que sur les facilités et privilèges dont ils peuvent bénéficier, et pouvoir leur fournir tout autre renseignement pratique. L'aide apportée par les gouvernements à ces centres doit être maintenue, et pourrait être utilement accrue dans certains cas.

(2) Guides de l'étudiant

Cette question a été notée comme l'un des sujets à examiner avec la Commission des Communautés européennes. L'utilité de ces manuels en tant que moyens d'information pour favoriser la mobilité au niveau du troisième cycle et du post-doctorat doit être analysée, de même que la possibilité de recourir à d'autres sources de renseignements.

(3) Données statistiques

Pour éviter que la collecte de l'information ne devienne une fin en soi, il serait néanmoins utile de disposer d'informations sur l'importance de la mobilité, notamment intra-européenne, dans le troisième cycle et le post-doctorat, de manière à évaluer l'efficacité des mesures prises pour en favoriser le développement. Ces informations seraient très faciles à réunir si chaque université était disposée à communiquer le nombre des boursiers post-doctorat et de troisième cycle qu'elle accueille annuellement, en provenance:

- (a) de chaque pays d'Europe en particulier;
- (b) des autres pays du monde globalement.

(4) Accords inter-universitaires et coopération régionale

Ils peuvent être mis en oeuvre au travers:

- (i) d'associations européennes de laboratoires de recherche;
- (ii) de groupements régionaux d'universités constitués sur la base:
 - (a) d'une action complémentaire;
 - (b) d'une action de coopération;
 - (c) d'accords doctoraux.

A ce propos, la Conférence a pris acte des recommandations relatives à la mobilité dans le troisième cycle et le post-doctorat adoptées par les Ministres européens responsables de la Recherche lors de leur réunion du 17 septembre 1984. Elle a également noté avec un intérêt particulier la mission confiée au

groupe d'experts chargé d'examiner la proposition visant à instituer un «doctorat européen», et exprimé le vœu qu'une évaluation de l'état d'avancement du projet soit présentée à la prochaine réunion de la Conférence Régulière sur les Problèmes Universitaires (CC-PU).

(iii) de jumelages d'universités ou de facultés, en particulier sur une base Nord-Sud; ou

(iv) revêtir d'autres formes.

Tous ces accords et projets de coopération doivent reposer sur des propositions concrètes, précisant les domaines de recherche ou d'étude en question ainsi que le nom des participants, et être évalués pour le compte de la CC-PU par un groupe de travail mis sur pied par ses soins. Le rôle de la CC-PU doit consister à aider cette action par ses encouragements et conseils.

(5) Autres formes de coopération interuniversitaire

Le Programme européen pour le développement de la formation des étudiants diplômés (3^e cycle), qui apporte une contribution précieuse à la coopération interuniversitaire, doit être poursuivi. La possibilité de l'élargir pour y introduire d'autres types de cours, tels que des «unités de valeur européennes» (European Credit Courses), pourrait être utilement examinée par la CC-PU.

(6) Bourses postdoctorat et de 3^{ème} cycle

Le programme du système de bourses d'enseignement supérieure du Conseil de l'Europe doit être poursuivi et développé. Dans les discussions entamées avec la Commission des Communautés européennes et la Fondation européenne de la Science à la suite des décisions des Ministres européens responsables de la Recherche, le Conseil de l'Europe devra avoir à l'esprit la nécessité de prévoir des bourses post-doctorat et de 3^{ème} cycle (nationales et/ou européennes), et notamment des bourses postdoctorat de haut niveau (bourses de prestige).

(7) Liens avec l'industrie

L'évolution des projets expérimentaux menés avec l'industrie pharmaceutique européenne devra faire l'objet d'un examen attentif, de manière à en déterminer les nouveaux développements possibles. L'idée de mettre en place des cours sur le développement et l'exploita-

tion des innovations a été notée avec grand intérêt. Mais cette question sortant du cadre du problème de la mobilité, tout en restant du domaine de compétence de la CC-PU, est renvoyée à cette dernière, qui l'examinera séparément.

(8) Le trimestre d'études européen d'été

La question de la possibilité d'utiliser une partie de la période estivale pour y concentrer autant que possible les échanges avec l'étranger, les activités des universités d'été, et les cours intensifs de 3^{ème} cycle, devra être renvoyée à la Conférence des Recteurs européens afin qu'elle formule un avis et des observations à ce sujet.

(9) Services d'aide sociale aux étudiants

La Conférence a convenu de la nécessité pour le Groupe de travail sur les services d'aide sociale aux étudiants d'examiner tout particulièrement les besoins des étudiants de 3^{ème} cycle et des boursiers postdoctorat dans les pays étrangers, en exprimant le vœu que cet examen ne se fasse pas à l'exclusion de l'étude des besoins des étudiants non diplômés.

(10) Problèmes linguistiques

Les recommandations du Rapport Capelle sur ce point doivent être prises en considération. Mais il convient de régler le problème, dans tous les cas possibles, par une aide mutuelle dans le cadre de l'action de coopération interuniversitaire ou régionale.

(11) Transferts d'unités capitalisables

Ce problème se pose davantage pour les formations avancées que pour les programmes de recherche. Il pourra être résolu au mieux dans le cadre d'accords interuniversitaires, y compris au travers de programmes d'études conjoints.

(12) Définitions

La Conférence avise la CC-PU qu'il serait nécessaire, après un examen en règle de différents points de vue qui lui auront été communiqués sur le sujet, d'arrêter la définition des termes «3^{ème} cycle», «postgradué» et «postdoctorat». Ceci s'impose pour éviter les malentendus dans les débats sur la mobilité dans le 3^{ème} cy-

cle et le postdoctorat à l'échelle internationale.

(13) Mobilité du personnel enseignant des universités

La mobilité des universitaires est jugée nécessaire pour créer les conditions propres à favoriser celle des étudiants du 3^{ème} cycle et du postdoctorat.

CONCLUSIONS RELATIVES A LA MOBILITE DU PERSONNEL ENSEIGNANT POUR LA COOPERATION AVEC LES PAYS SITUES EN DEHORS DE L'EUROPE - ETUDE DE CAS: EUROPE-AMERIQUE LATINE

Introduction

De l'effort déployé pour développer la coopération inter-universitaire avec l'Amérique Latine en stimulant la mobilité universitaire, on peut dégager quelques-uns des objectifs que pourrait s'assigner l'action future de l'Europe, et tirer certaines conclusions, en tenant compte de celles de la Conférence de Stockholm relatives à la mobilité universitaire en Europe.

Un certain nombre de conditions préalables doivent cependant être remplies:

(a) la coopération inter-universitaire intra-européenne doit s'exercer conformément au principe de la dimension globale européenne des universités, faire place à la collaboration et surmonter les problèmes particuliers susceptibles de peser sur le développement équilibré en Europe;

(b) le principe de l'interactivité culturelle doit être accepté de manière raisonnée et une interaction méthodique en matière de coopération inter-universitaire intra et extra-européennes doit être permise;

(c) l'indépendance politique des universités et l'autonomie de ces établissements en tant qu'innovateurs et promoteurs de la coopération culturelle doivent également être réaffirmées;

(d) la mobilité du personnel enseignant doit être vue comme le moyen irremplaçable d'avancer vers l'établissement d'une coopération inter-universitaire extra-européenne, sans exiger - du moins dans un premier temps - de réciprocité parfaite.

Conclusions

(1) Il existe en Europe des possibi-

lités considérables de coopération avec l'Amérique Latine. Le potentiel que représente la coopération intra-européenne doit être évalué, et le mode de coopération avec les régions extra-européennes défini.

(2) Les possibilités de coopération existantes entre l'Amérique Latine et l'Europe doivent également être définies et évaluées au travers de la collaboration avec les pays latino-américains concernés.

(3) Une action coordonnée des gouvernements et des universités est nécessaire, et doit être appuyée par une information rapide, appropriée et efficace (au niveau international, européen et extra-européen) sur le travail entrepris. Les universités seront à même d'obtenir et d'assimiler ces informations en initiant à l'action gouvernementale, en l'encourageant et en s'y associant.

(4) La Conférence prend acte avec grand intérêt de la Résolution No. 814 de l'Assemblée parlementaire du Conseil de l'Europe qui invite les gouvernements des Etats membres «à fournir des fonds en vue de développer des contacts indépendants entre les universités, les instituts de recherche et les centres de formation».

(5) Les universités européennes ont un rôle important à jouer dans la mise au point de programmes d'enseignement et de projets de recherche appropriés. Nos partenaires latino-américains doivent se voir offrir un large éventail de cours (entre autres pour les enseignants, les historiens, les archivistes et les restaurateurs d'objets d'art).

Parallèlement, la coopération doit s'exercer dans le domaine de la formation des maîtres, la planification de l'enseignement, la technologie, l'organisation des services éducatifs de l'Etat et des communes et au plan de la protection et de l'exploitation du patrimoine culturel.

(6) La Conférence a souligné qu'il était important de ne pas négliger la réorganisation - ou plutôt la modernisation - des structures universitaires des pays d'Amérique Latine - où elle semble s'imposer - de manière à les adapter à la situation présente et aux exigences économiques, culturelles et sociales de la société moderne, notamment - mais pas seulement - au niveau national. Des programmes de coopération pourraient être mis sur pied, en particulier pour aider les pays d'Amérique Latine qui le souhaitent à créer des universités nouvelles là où ils en ont besoin.

(7) Il est essentiel d'améliorer l'information mutuelle en tirant parti

des nouvelles techniques de communication et de traitement des données. Des centres d'études devraient être établis pour analyser en collaboration avec des spécialistes de pays Latino-américains, notamment au moyen de thèses de recherche ou de «thèses partagées», les problèmes et les besoins de ces pays et les résultats de l'action européenne.

(8) Il conviendrait que la CC-PU intensifie son effort pour réduire ou éliminer les obstacles, notamment administratifs, à la mobilité et aux échanges culturels, en particulier entre universitaires d'Europe et d'Amérique Latine.

(9) La Conférence estime que les principes qui suivent ne doivent pas seulement concerner les pays d'Amérique Latine mais avoir une application générale, et prie la CC-PU de recommander aux Etats membres du Conseil de l'Europe d'assurer au moins la mise de fonds de base nécessaire au financement des séjours de travail et des échanges d'universitaires. Ces principes sont les suivants:

- dans le cadre d'un séjour de travail ou d'un échange, l'enseignant doit voir sa rémunération et ses allocations maintenues comme s'il exerçait dans sa propre université;
- ses frais de voyage et dépenses supplémentaires de logement doivent être financés par l'établissement d'accueil sur un budget spécial prévu à cet effet.

Ces séjours et échanges, si leur organisation doit relever des universités, pourraient être régis par les principes généraux suivants:

- l'initiative devrait en être prise par les universités ou les enseignants;
- les échanges devraient porter sur des disciplines différentes, mais correspondant à un même niveau d'études, afin qu'ils puissent profiter aux étudiants des deux universités concernées;
- les enseignants invités devraient bénéficier du remboursement des dépenses découlant directement du séjour de travail ou de l'échange;
- les séjours de travail et échanges effectués devraient être pris en compte dans la carrière des intéressés.

De manière plus générale, les Etats membres et leurs universités doivent être encouragés:

- à intensifier la coopération entre les institutions d'Europe et d'Amérique Latine;
- à faciliter l'accueil des enseignants, chercheurs et étudiants des pays latino-américains et à

coopérer avec les organisations nationales et internationales d'aide aux pays en voie de développement.

(10) Il serait nécessaire et utile d'élaborer des instruments destinées à coordonner l'action des organes et institutions des Etats membres du Conseil de l'Europe coopérants avec l'Amérique Latine, de manière à disposer d'un point de départ pour définir une politique européenne applicable à l'ensemble du continent latino-américain. Parallèlement, les instruments conçus par d'autres organisations intergouvernementales devront être dûment utilisés, par le biais d'une coopération entre celles-ci et le Conseil de l'Europe.

CONCLUSIONS SUR LA CONTRIBUTION DE LA CONFERENCE A LA RESOLUTION SUR LA MOBILITE ADOPTEE PAR LES MINISTRES EUROPEENS RESPONSABLES DE LA RECHERCHE

(Paris, le 17 septembre 1984)

Les participants ont pris note avec grand intérêt de la Déclaration des Ministres, qui:

«Regrettant que la mobilité des chercheurs européens soit en fait souvent contrariée par des obstacles concrets alors que des mesures pratiques seraient de nature à les lever, qu'il s'agisse de questions d'information, de déplacement, d'accueil, de retour du chercheur européen ou du transport du matériel scientifique» (2);

Ont affirmé leur volonté «d'approfondir la concertation et la coopération européennes dans le domaine de la recherche et, pour ce faire, de développer les contacts et les échanges entre scientifiques, laboratoires, universités et autres institutions d'enseignement»; supérieur et de recherche en Europe;

Persuadés qu'une attention particulière doit être accordée à la mobilité, tant au plan géographique qu'au plan thématique, afin de valoriser la recherche et l'innovation dans l'espace scientifique et technique européens par la concertation, la coopération, la comparaison des méthodes et des résultats, et par le transfert des connaissances d'une discipline à l'autre» 2;

Les participants recommandent à la CC-PU;

(1) d'envisager la possibilité d'aider à la constitution d'un réseau de

coopération scientifique consacré à l'étude comparative des différents systèmes d'enseignements;

(2) d'établir les liaisons nécessaires pour permettre de collaborer à l'initiative de la Commission des Communautés Européennes visant à mettre sur pied un système européen d'information sur les possibilités concrètes d'échanges et de rencontres dans les laboratoires;

(3) de charger les groupes d'experts travaillant sur les projets;

(i) de Carte européenne de chercheur;

(ii) de développement de l'innovation dans la formation des chercheurs, notamment par la création d'un «doctorat européen»;

de présenter des rapports à examiner par la Conférence Régulière sur les Problèmes Universitaires.

(4) d'apporter une contribution, au travers du Programme européen pour le développement de la formation des étudiants diplômés (3^{ème} cycle), à la mise en oeuvre de la décision des Ministres européens responsables de la Recherche de développer l'innovation en matière de formation sur une base internationale;

(5) de se tenir au fait des études de la Commission des Communautés Européennes et de la Fondation Européenne de la Science sur les moyens d'améliorer l'état actuel des systèmes de bourses de recherche européens bilatéraux et/ou multilatéraux.

(2) Voir le Rapport sur la Conférence de Paris, publié dans les pages suivantes.



Mobility in higher education and research

*Results of the Conference of European Ministers responsible for Research
(Paris, 17 September 1984)*

by Jean-Pierre Massué

1. The first Conference of European Ministers responsible for Research, serviced by the Council of Europe Secretariat, was held at the International Conference Centre in Paris on 17 September 1984, at the invitation of the French Government. The conference was the result of a proposal made to the Parliamentary Assembly of the Council of Europe on 30 September 1982 by the President of the French Republic, Mr François Mitterand, who stated: «It would perhaps be sensible to think of keeping Europe's brains in Europe and, to that end, offering sufficient scope for their powers of research and expression».

2. The conference elected as its President Mr. Hubert Curien, Minister of Research and Technology of France, and two Vice-Presidents, Mr. Heinz Fischer, Federal Minister of Science and Research of Austria and

Mr. Lars Roar Langslet, Minister of Cultural and Scientific Affairs of Norway.

3. Representatives of 20 member states, including 17 ministers or secretaries of state, took part in the conference, together with the Minister of Science and Culture of Finland and the representative of the Holy See. A delegation from the Parliamentary Assembly of the Council of Europe also participated.

The Commission of the European Communities (EEC), the Organisation for Economic Cooperation and Development (OECD), the European Space Agency (ESA), Scientific and Technical Cooperation (STCO), the European Nuclear Research Organisation (CERN), the European Molecular Biology Conference (EMBL), the European Organisation for Astronomical Research in the Southern Hemisphere (ESO) and the European Science Foundation (ESF) at-

tended the conference as observers and took part in the preparatory work.

4. The general theme of the conference was:
EUROPEAN RESEARCH COOPERATION.

To develop contacts and exchanges between men of science, laboratories and research institutes at European level, and concerted research in Europe:

- proposals for developing scientific mobility;
- preparation of new European networks of scientific cooperation and strengthening of existing networks.

5. The ministers were unanimous in affirming their desire:

- to promote the establishment of a «European scientific and technical area» open to all states taking part in the Conference of European Ministers re-

sponsible for Research organised by the Council of Europe;

- and, to that end, to strengthen European consultation and cooperation in the field of research and accordingly to foster contacts and exchanges between scientists, laboratories, universities and other institutions of higher education and research in Europe.

6. They unanimously adopted a political declaration (see Appendix I).

The ministers decided to:

- stimulate the strengthening of existing networks and, as appropriate, to promote the preparation of new networks of scientific and technical cooperation in Europe;
- to propose arrangements whereby the conditions governing the research mobility in Europe are improved in practice.

7. With this in view, they unanimously adopted:

- a resolution on European networks of scientific and technical cooperation, and invited the European Science Foundation, in cooperation with the relevant authorities and the scientific community, to submit within five months to the Committee of Ministers of the Council of Europe proposals for their implementation and to report on the development of the networks to the Committee of Ministers of the Council of Europe within a period of two years after the conference (see Appendix II);
- a resolution on scientific and technical mobility in Europe which invites the European Science Foundation, in cooperation with appropriate bodies of the Council of Europe and the Commission of the European Communities to present to the Committee of Ministers of the Council of Europe, within two years, an appraisal of the progress of the work on mobility (see Appendix III).

As for the Council of Europe, and thanks to its two political organs — the Committee of

Ministers and the Parliamentary Assembly — it might serve as a political forum for discussing any scientific and technical problem connected with the follow-up of the ministerial conference. It might also concentrate its contribution on the implementation of the resolutions adopted by the ministers as regards:

- questions of the mobility of

researchers in Europe;

- very specialised training programmes at doctorate or post-doctorate level.

The Rome Conference on Academic Mobility in Europe might be a landmark for the implementation of decisions taken by the European Ministers responsible for Research in the context of the mobility of university researchers in Europe.

APPENDIX I

Conference of European Ministers responsible for Research (Paris, 17 September 1984)

POLITICAL DECLARATION FOR THE CONFERENCE OF EUROPEAN MINISTERS RESPONSIBLE FOR RESEARCH

The European Ministers responsible for Research:

1. *Recalling the statement made on 30 September 1982 by the President of the French Republic to the Parliamentary Assembly of the Council of Europe that: "It would perhaps be sensible to think of keeping Europe's brains in Europe and, to that end, offering sufficient scope for their research capability and its realisation";*

2. *Recalling the proposal made by the Federal Minister for Science and Research of Austria at the Parliamentary and Scientific Conference held by the Council of Europe in Helsinki in June 1981, that a conference of European Ministers responsible for universities and research should take place;*

3. *Recalling the joint declaration of the ministerial meeting between the European Community and its member states and the states of the European Free Trade Association on 9 April 1984, where the ministers agreed to broaden and deepen in particular cooperation in research and development, stressed the need to increase these efforts and agreed to promote mobility for European research workers.*

4. *Convinced of the important role played by science and technology for the advancement of knowledge, the strengthening of the cultural identity of Europe and the development of civilisations as well as their essential contribution to solving the acute problems facing the world in the form of economic crisis, unemployment, problems of the environment and development problems in Third World countries;*

5. *Convinced that international scientific and technical cooperation is an absolute imperative contributing to*

the vitality, efficiency and success of research;

6. *Convinced that Europe's cultural diversity and the wealth of its history and scientific heritage are assets that should be turned to account;*

7. *Aware in particular that the development of science and technology in Europe affects the continent's capacity to respond to the challenges of developing new industries and modernising traditional industries, and thus the promotion of growth and employment;*

8. *Noting that in research as in many other areas, the fragmentation of efforts carries the risk that Europe may be deprived of its creativity and competitiveness and thus of its potential, at a critical time when scientific and technological developments are accelerating throughout the world;*

9. *Noting that, despite the quality and quantity of the human and financial research resources available in Europe, insufficient opportunities for exchange, concertation and cooperation at European level and also too often the presence of social and cultural barriers have limited the development of strong contacts in Europe;*

10. *Aware of the importance of scientific exchanges worldwide but convinced that the failure to establish a strong "European scientific and technical area" would be both a missed opportunity for Europe and a loss to science itself;*

11. *Convinced that the Europe of science and technology will be all the more vital and powerful a reality if it can draw on a multitude of networks whereby people circulate and ideas are exchanged, innovations become better*

known, results can be disseminated quickly and more effectively and the resources allocated to research and development employed more effectively;

12. Conscious of the value of such networks, especially when research efforts are required to be on a substantial scale — in terms of equipment or volume of communication — to be effective, or when the appropriate geographical framework for the subject matter of research calls for a European approach;

13. Regretting that mobility among European researchers is often hampered by material obstacles which practical measures should be able to overcome, whether in the matter of information, circulation, accommodation and return in the case of the European research worker or the movement of scientific equipment;

14. Considering the great value of certain initiatives already taken or implemented at European or international level in the interests of European scientific and technical cooperation, for example by the Council of Europe, the European Communities, by European cooperation in the field of scientific and Technical Research (COST), the Nordic Council of Ministers, the Organisation for Economic Cooperation and Development (OECD), the European Space Agency (ESA), the European Organisation for Nuclear Research (CERN), the European Molecular Biology Conference (EMBC), the European Southern Observatory (ESO) and the European Science Foundation (ESF);

15. Considering that the initiative taken at the invitation of France to bring together on this unique occasion the Ministers responsible for Research in all the member states of the Council of Europe will provide the political impetus needed further to develop mobility of researchers in Europe and the corresponding means;

16. Certain that none of the new initiatives will have any meaning or real impact unless they are based on the scientific community's expression of its own needs, on the member states' own priorities and on the expression by European bodies of their tangible interest in supporting these initiatives;

17. Welcoming the support given by the Commission of the European Communities, which has proposed extension of the programme «Stimulating European cooperation and scientific and technical interchange» to European states which are not members of the Community, and by the European Science Foundation, which has made a vital contribution to the preparation of the Conference, and welcoming the interest they have shown in playing an active part in the implementation of the resolutions;

18. Aware that the present economic difficulties and growing budgetary constraints mean that all new projects have to be compatible with and complementary to existing national, community and international programmes, and have to be implemented essentially by reallocation of existing resources and make the best use of existing institutions thus avoiding duplication;

19. Affirm their desire:

- to promote the establishment of a «European scientific and technical area» open to all states taking part in the Conference of European Ministers responsible for Research organised by the Council of Europe;
- to that end, to intensify European concertation and cooperation in the field of research and accordingly to foster contacts and exchanges among scientists, laboratories, universities and other institutions of higher education and research in Europe;

20. Agree:

- to stimulate the strengthening of existing networks and if necessary to promote the preparation of new networks of scientific and technical cooperation in Europe;
- to propose arrangements whereby the conditions governing research mobility in Europe are improved in practice;

21. Adopt accordingly the following resolutions on:

- scientific and technical cooperation networks in Europe, inviting the European Science Foundation in cooperation with the relevant authorities and the scientific community, to submit within 5 months to the Committee of Ministers of the Council of Europe, proposals for their implementation;
- mobility of researchers in Europe, inviting the European Science Foundation in cooperation with the relevant authorities to submit within 2 years an evaluation of the progress made in this field.

APPENDIX II

Conference of European Ministers responsible for Research (Paris, 17 September 1984)

RESOLUTION ON EUROPEAN NETWORKS OF SCIENTIFIC AND TECHNICAL COOPERATION

The European Ministers responsible for Research:

1. Basing themselves on the political declaration adopted on 17 September 1984;

2. Noting with satisfaction the working method which, in providing for wide-ranging consultation of the scientific community itself and for systematic appraisal by the European Science Foundation of the proposals submitted to it in this context, has made it possible to discern fields in which the development of existing or new networks of scientific and technical cooperation in Europe appears important;

3. Consider the following characteristics appropriate for the networks:

- a network should be so designed as

to bring together ideas and efforts, human resources and equipment, training capacity and expertise, in a field designed by the scientists themselves;

- a network should be self-managed, in that its organisation and scientific supervision are a matter for the scientists themselves. The scientific community should seek appropriate support structures and the financial means from national, community or international sources;

- a network may take a wide variety of forms of communication and cooperation: liaison, contact, information, exchange, joint research and high-level training projects;

4. Agree, whilst inviting the scientific community to take appropriate initiatives on its account, to stimulate the

strengthening of existing networks and, as appropriate, to promote the preparation of new networks of scientific and technical cooperation in Europe in the following fields grouped within six categories, taking into account the interest of each member country for particular networks:

i. Earth, ocean, space

Earth sciences (regrouping the following network themes: seismology, geotransverse and geodynamics, volcanology, polar research)

Oceanography/Oceanology

Scientific research in space (remote sensing, microgravity...)

ii. Health, biology

Brain and behaviour research (ETPBRR)

Molecular biology

Epidemiology

iii. Materials, energy

Material sciences

Catalysis

Energy

iv. Human development

Longitudinal studies on human development

Second language acquisition by adult immigrants

Comparative studies on education systems

Gerontology

Research on the problems of the disabled

v. Agriculture, food

Food sciences and technologies

Mediterranean agriculture and tropical agronomy

Management of water resources

Aquaculture

vi. Advanced technologies

Informatics

Biotechnology (regrouping the following network themes: genetics, plant molecular biology and plant genetics)

Computer-aided manufacturing

Underwater technologies;

5. Considering that the list does not rule out any current or possible future initiative to develop the desired contacts and exchanges between scientists, laboratories and research institutes in Europe;

6. Draw attention to the fact that this resolution calls for attentive follow-up

action at European and national level alike, and that it is a matter for the relevant authorities to define the modalities and for the scientific community to specify the scientific content for the themes in liaison with the relevant national community and international bodies;

7. Invite the European Science Foundation, in cooperation with the relevant authorities and the scientific community, to submit within 5 months to the Committee of Ministers of the Council of Europe proposals for the strengthening of existing networks and, if necessary, the creation of new networks;

8. Invite the European Science Foundation to report on the networks' development to the Committee of Ministers of the Council of Europe within a period of 2 years after the Conference.

APPENDIX III

Conference of European Ministers responsible for Research (Paris, 17 September 1984)

RESOLUTION ON MOBILITY OF RESEARCHERS IN EUROPE

The European Ministers responsible for Research,

Basing themselves on the policy declaration adopted on 17 September 1984;

Convinced that special attention must be paid to both geographical and disciplinary mobility for the purpose of turning to account research and innovation in the European scientific and technological area through concertation, cooperation, comparison of methods and findings and the transfer of knowledge from one discipline to another;

Considering nevertheless that mobility is not an end in itself but is an essential element of a European research and development policy to reach a «critical mass» of resources and manpower for research and development which cannot be fully realised at national level alone;

Aware that the rapid progress of science and technology requires the intensification of international exchanges for postgraduate students, university teachers and researchers in public, private, university and industrial sectors to deepen their knowledge and the development of their professional experience;

Convinced that personal contact between scientists adds further dimension to the already considerable contribution of new communication techniques;

1. Noting that, in order to encourage mobility of researchers in Europe, especially of young researchers, substantial progress should be made in

many areas such as:

i. access to laboratories, accommodation and subsistence

- reception
- fiscal measures
- social protection, and
- reintegration on return (including recognition of periods spent abroad in career structures and retirement schemes);

ii. mobility in European education at doctoral and postdoctoral level

- complementary training
- sabbaticals and leave for research purposes
- encouragement of regional, national and transfrontier inter-university agreements
- shared theses;

Recommend the Committee of Ministers of the Council of Europe, taking account of the work of the Standing Conference on University Problems (CC-PU), in collaboration with the Commission of the European Communities and the European Science Foundation, to examine, following the usual procedure in cooperation with relevant national bodies, measures to improve mobility, including:

i. the possible improvements to mobility resulting from the creation of a «European researcher's card»;

ii. the development of innovation in training on an international basis in particular the development of training exchanges between institutions of higher education in Europe;

2. Welcoming appropriate initiatives to develop European mobility and cooperation between public and private, university and industrial research sectors as a means of stimulating industrial innovation;

Convinced of the importance of action for extending and improving the efficiency of current Europe-wide initiatives connected with the dissemination and management of scientific and technical information, in particular in assisting the process of innovation;

Invite the Commission of the European Communities to carry out a study, in collaboration with the Council of Europe, of the dissemination and management of scientific and technical information, taking account of all public and private initiatives at national and European level;

3. Taking note of the Commission of the European Communities' intention to consider ways of developing a European system of information on the practical opportunities for exchanges and meetings in laboratories, in close liaison with the Council of Europe and the European Science Foundation;

Invite the Committee of Ministers of the Council of Europe to consider the results of this examination with the intention to expand, as appropriate, such a system to all member states of the Council of Europe;

4. Underlining the benefits of effective fellowship arrangements covering all fields of research at postgraduate as

well as postdoctoral level;

Affirm the desirability for European researchers of a better information on European bilateral and/or multilateral fellowship schemes in order to make access easier to them;

Invite the Commission of the European Communities to study in collaboration with the European Science Foundation and the Council of Europe, ways of improving the current situation, including a European research fellowship scheme;

5. Recommends the Committee of Ministers of the Council of Europe to con-

sider the utility of a European agreement to facilitate the movement of scientific research equipment between member States of the Council of Europe, on the basis of the application of Article 13 of the Customs Convention on the temporary importation of scientific equipment of 1968, the provisions of which set out the minimum facilities to be accorded, in keeping with the competence of the EEC in matters relating to customs.

6. Bearing in mind all these problems involve the competence of different

national and regional authorities;

Urge active and continuing cooperation between relevant national and European structures in order to take the appropriate measures;

Invite the European Science Foundation, in cooperation with appropriate bodies of the Council of Europe and the Commission of the European Communities, to present to the Committee of Ministers of the Council of Europe, within two years, an appraisal of the progress of the work on mobility covered by this Resolution.



sintesi

La mobilità nel settore dell'istruzione superiore e della ricerca

Su proposta dell'Assemblea Parlamentare del Consiglio d'Europa, si è svolta a Parigi il 17 settembre scorso la I Conferenza dei Ministri europei per la ricerca.

Alla Conferenza, che ha avuto per tema la «Cooperazione Europea nella Ricerca», hanno preso parte i rappresentanti di venti stati membri, della Finlandia e della Santa Sede, nonché una delegazione dell'Assemblea Parlamentare del Consiglio d'Europa.

Come osservatori erano inoltre presenti i rappresentanti della CEE, dell'OCSE, dell'Agenzia Spaziale Europea (ESA), del Centro Europeo per la Ricerca Nucleare (CERN), della Conferenza Europea per la Biologia Molecolare (EMBL), della Fondazione Europea della Scienza e di altri organismi scientifici internazionali.

La Conferenza ha espresso la volontà di creare uno «spazio comune scientifico e tecnico»

aperto a tutti gli stati i cui rappresentanti abbiano partecipato alla Conferenza stessa.

All'interno di questo spazio, la cooperazione nella ricerca ha come obiettivo lo sviluppo dei contatti e degli scambi tra studiosi, laboratori ed istituzioni di ricerca, nonché la realizzazione di iniziative concertate a livello europeo.

I Ministri riuniti a Parigi hanno approvato all'unanimità una «Dichiarazione politica» che impegna gli stati membri del Consiglio d'Europa a rafforzare gli scambi esistenti ed a promuovere la costituzione di un più ampio «network europeo» di cooperazione scientifica e tecnica; la dichiarazione approvata invita inoltre a promuovere accordi che sostengano nei fatti la mobilità europea dei ricercatori.

Con la «Risoluzione sulle reti europee di cooperazione scientifica e tecnica», la Conferenza ha inoltre incaricato la Fonda-

zione Europea per le Scienze di elaborare in tempi brevi proposte concrete di collaborazione, e di riferire al Comitato dei Ministri del Consiglio d'Europa sui risultati che si otterranno nel corso dei prossimi due anni.

La Conferenza ha poi approvato una «Risoluzione sulla mobilità dei ricercatori in Europa» (di cui viene pubblicato qui un estratto) che accenna al progetto di una «Carta europea del ricercatore», e pone l'accento sulla necessità della cooperazione per quanto riguarda la gestione dell'innovazione e l'addestramento del personale tecnico.

La Conferenza ha indicato infine nel Consiglio d'Europa il «foro politico» di discussione dei problemi legati alla realizzazione delle decisioni adottate dai ministri, in particolare per quanto riguarda la mobilità europea dei ricercatori ed i programmi specializzati di formazione a livello di dottorato e post-dottorato.

résumé

La mobilité dans le secteur de l'instruction supérieure et de la recherche

Le 17 septembre dernier à Paris a eu lieu la 1ère Conférence des Ministres Européens pour la recherche, sur proposition de l'Assemblée Parlementaire du Conseil de l'Europe.

A la Conférence, dont le thème était la «Coopération Européenne dans la Recherche», ont participé les représentants de vingt états membres, de la Finlande et du Saint-Siège, ainsi qu'une délé-

gation de l'Assemblée Parlementaire du Conseil de l'Europe.

A la Conférence ont participé également, en tant qu'observateurs, les représentants de la CEE, de l'OCSE, de l'Agence Spatiale Européenne (ESA), du Centre Européen pour la Recherche Nucleaire (CERN), de la Conférence Européenne pour la Biologie Moléculaire (EMBL), de la Fondation Européenne pour

les Sciences et d'autres organismes scientifiques internationaux.

La Conférence a manifesté sa volonté de créer un «espace commun scientifique et technique» ouvert à tous les états qui y étaient représentés.

A l'intérieur de cet espace, la coopération dans la recherche a comme objectif celui de développer les contacts et les

échanges entre chercheurs, laboratoires et institutions de recherche, ainsi que la réalisation d'initiatives concertées à un niveau européen.

Les Ministres réunis à Paris ont approuvé à l'unanimité une «Déclaration politique» qui engage les états membres du Conseil de l'Europe à renforcer les échanges existants et à promouvoir la constitution d'un plus vaste «réseau européen» de coopération scientifique et technique; la déclaration approuvée invite en outre à promouvoir des accords qui soutiennent concrètement la mobilité européenne des chercheurs.

Avec la «Résolution sur les réseaux européens de coopération scientifique et technique», la Conférence a également chargé la Fondation Européenne pour les Sciences d'élaborer dans un court délai de temps des propositions concrètes de collaboration, et d'en transmettre les résultats au Comité des Ministres du Conseil de l'Europe au cours des deux prochaines années.

La Conférence a ensuite approuvé une «Résolution sur la mobilité des chercheurs en Europe» (dont on publie ici un extrait) qui parle d'un projet d'une «Charte européenne du cher-

cheur», et met l'accent sur la nécessité de coopérer en ce qui concerne la gestion de l'innovation et du recyclage des techniciens.

La Conférence a indiqué, pour conclure, dans le cadre du Conseil de l'Europe, le «forum politique» de discussion des problèmes liés à la réalisation des décisions adoptées par les ministres, en particulier pour ce qui est de la mobilité européenne des chercheurs et des programmes spécialisés de formation au niveau du doctorat de troisième cycle et du doctorat d'Etat.



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*Third Conference on «European Academic Mobility»
Rome (Italy) 23-26 october 1984*

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ROMA
23/26 ottobre 1984