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# TEMPUS CONFERENCE

ROLE OF HIGHER EDUCATION IN  
THE REFORM PROCESS OF CENTRAL  
AND EASTERN EUROPE

Brussels - 1 & 2 October 1992

## CONFERENCE REPORT

*Tempus*

*Trans-European Mobility Scheme for University Studies between  
Central and Eastern Europe and the European Community*

Commission of the  
European Communities



# **TEMPUS CONFERENCE**

## **ROLE OF HIGHER EDUCATION IN THE REFORM PROCESS OF CENTRAL AND EASTERN EUROPE**

**BRUSSELS**

**Albert Borschette Conference Centre**

**1 & 2 OCTOBER 1992**

**ORGANISED BY THE TASK FORCE HUMAN RESOURCES,  
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## FOREWORD

*The TEMPUS Conference took place at an opportune moment. More than two years after the launching of the Community programme TEMPUS (Trans-European Mobility Scheme for University Studies), which is the main vehicle of Community support for the restructuring and renewal of higher education systems in Central and Eastern Europe, the reform process in the countries concerned had been proving more difficult than expected. All parties considered structural reform of the higher education system to be an important contribution to the overall success of the much broader Community programme PHARE designed to support the modernisation and transformation of Central and Eastern European economies. It was widely felt, moreover, that higher education represents a key instrument in building a closer association of eligible countries with the European Community as a preparation for the "return to Europe" to which they ultimately aspire. Given the pre-eminent role of the TEMPUS Scheme in this perspective, the opportunity to reflect on problems encountered and possible solutions was welcome.*

*In October 1992 discussion of the TEMPUS programme was also particularly timely because a proposal for its next stage of development had just been presented by the Commission. The Conference was able to reflect on the role of Central/Eastern European higher education in the overall reform process of the countries concerned, in the context of their transition to both market economy and democracy. It attempted to identify the key problems which must be tackled if this role is to be fully assumed. The role of the Community support in this context, which particular regard to the future development of TEMPUS, was examined objectively and in depth.*

*The tone of the conference was one of realism and optimism. The keynote speeches by the speakers from Central and Eastern Europe were particularly important in pin-pointing the problems facing the higher education sectors in their countries, while the discussion within the working groups resulted in a number of concrete proposals for improving cooperation. Comment was made on the beneficial effect on Western universities of activities undertaken within the TEMPUS framework; universities within the European Community are also obliged to re-consider their own role in society. Discussion was lively and a general wish manifested itself for West and East to press on, together continuing on the difficult road to change in the East.*

*A broad consensus quickly emerged that the successful restructuring of the higher education system is potentially crucial in the transition to democracy and a market economy in Central and Eastern Europe. It was generally agreed, however, that barriers inhibiting the fulfilment of this role by universities still remain. The Conference went on to consider how to overcome these obstacles in order to ensure that universities make their fullest possible contribution to the transition process. TEMPUS was praised as an early visible sign of the commitment of the rest of the world to providing assistance for the renewal and development of higher education in Central and Eastern Europe, and the Conference put forward practical suggestions for improving the way it functions.*

*It is now essential that after such an inspiring conference those responsible for higher education policy-making at all levels - universities themselves, national and regional authorities and the Commission - ensure that its recommendations are examined and followed up as appropriate. For its part, the Task Force Human Resources of the Commission will concentrate especially on improving efforts to circulate the results of TEMPUS activities more widely.*

*A sincere thank you to all those who contributed to making the conference the success that it undoubtedly was.*

*I hope that these proceedings will inspire those who were not present to further reflection and action in the area of higher education cooperation.*

*Hywel C. JONES  
Director of the Task Force Human  
Resources, Education, Training and  
Youth of the Commission of the  
European Communities*

*Brussels, January 1993*

## **OPENING PLENARY SESSION**

### **CHAIRMAN'S ADDRESS**

*Sir Leslie FIELDING, Vice-Chancellor of the University of Sussex*

I should like to open this TEMPUS conference on the role of higher education in the reform process of Central and Eastern Europe.

My name is Leslie Fielding. A man plays many parts in his lifetime. I'm the product of three British and two foreign universities. For two years I was an Army Officer; for seventeen years I was a Diplomat; for fifteen years I was a Eurocrat in the Commission, as the Director-General for external relations. Then, for five years I have been a machismo-type Vice-Chancellor of the new kind in England, with full powers over the professors, and finally today I begin my life as a business man.

In that catholic spirit, not universities as an ivory tower, not academics in Eastern or Western Europe closing themselves into some miserable ghetto, but in the belief that one can be an intellectual and also many other things in a democratic and pluralist society, I welcome, as much as anyone, the imagination of the Commission in calling this conference now.

The timing is extremely good. It is a very good moment to take stock of developments in Central and Eastern Europe. The process of transition to pluralism and democracy and market economy has proved tougher than many expected, but nevertheless massive progress is in the process of being made and we want to evaluate that from the point of view of education.

By the same token, here in the European Community, the TEMPUS programme is under evaluation. It is to be strengthened and extended in the light of experience and there are still one or two important orientations which remain to be decided. That makes this conference, yet again, perfectly timed because it is an opportunity for us to influence the European Commission and the governments of the European Community.

Therefore, without further ado, I welcome to open this conference officially on behalf of the Commission, Mrs Vasso Papandreou, who is a Member of the European Commission and who has kindly consented to address us.





## OFFICIAL OPENING ADDRESS

*Vasso PAPANDREOU, Member of the Commission of the European Communities*

I am glad that I have this opportunity to open the TEMPUS conference today. We are, indeed, going through major transformations. After decades of centralised planned economies and political dictatorship, Eastern and Central Europe is now at last, and thanks to its people, acceding to democracy. In the West, the prospects for a more united Europe are becoming a reality and we do hope that it will go on with economic, monetary and political union. Needless to say, such a situation offers hope of realities for all of us. It is also a challenge - a political, economic and social challenge we will all have to face and which will require personal and collective adjustment.

TEMPUS is first and foremost a scheme enabling the development of training co-operative ventures between higher education institutions. However, if you permit me, it goes beyond that, since we all know that there is a close relationship between economic growth and human resources. TEMPUS is a two-way process through which universities and other higher education institutions increase their mutual awareness as to the contribution education and training can make to economic development. I am not here only referring to the training of qualified personnel but also to the social and societal responsibilities that institutions can develop with regard to their environment.

I would like to underline the importance of this two-way approach. While, of course, technical and financial assistance from the Community and more broadly, from the Group of 24, can contribute to improve higher education and training in general, it would be profoundly wrong to believe that the so-called "donor" countries have nothing to learn from Eastern and Central Europe. To a large extent, what has happened and what is happening in Eastern and Central Europe represents also a political and institutional challenge for our universities. Too often, I have to say, we in the Community tend either to isolate the universities from the "outside world", or conversely, to consider that the main function of such institutions is the production of graduates just to satisfy the requirements of the economy.

While, of course, universities have to be closely related to the requirements of the labour market and be instrumental in the pursuit of knowledge, we should not forget that they play a key role in the development and the strengthening of a democratic and pluralistic society. Beyond research and teaching, higher education institutions

contribute actively to socio-political change. To restrict TEMPUS and similar programmes to just some technical service functions would, I believe, be detrimental to our societies, both here in the Community and in Eastern and Central Europe.

The European Community is extremely conscious of the manner in which the people of Central and Eastern Europe look to it for political and moral support during this time of change. Equally, we are conscious of the need to show real financial and economic solidarity with the emerging democracies so that they can survive this difficult period of adjustment and regain the place in Europe's peace and prosperity to which they are entitled.

In this sense, the Community's PHARE programme has indeed been the beacon of the Community's commitment to assist the countries of Central and Eastern Europe by contributing to the financial resources which those countries need in order to lay the basis of a renewed economic growth. Within the PHARE programme the crucial role of education and training assistance in underpinning the new policies of economic and social reform has been recognised from the very beginning. It is not only a question of putting in place education and training systems capable of delivering the qualified manpower which the countries of Central and Eastern Europe will need in order to guarantee their economic well-being, but also one of ensuring that the education and training systems reinforce the changes of attitude which will be vital to the creation of healthy and sustainable democratic and socially-accountable systems.

Within the education and training systems, the pivotal role of the higher education system is widely acknowledged. This is due to two factors. First, that the education of those members of society called upon to play important roles in scientific research, industrial innovation, business management, public administration and political revitalisation is crucial. Second, because higher education plays an even more important and wider role, both through the training of teachers and through the cultivation of academic excellence, provided, of course, that such an excellence does not become the vehicle under which elitist societies hide themselves.

The countries of Central and Eastern Europe, in having the opportunity to take a completely new look at their higher education systems at this moment of great change, stand on the threshold of a remarkable opportunity. We, in the rest of Europe, are coming or will have to come to terms with the fact that the changing realities of rapidly evolving technology, the globalization of economic activity and an aging population will necessitate a revolution in the attitude we adopt to education and training. The countries of Central and Eastern Europe are also faced with a situation where they are obliged to completely rethink the structures of their higher education systems at a time when, for obvious reasons, the entire economic and social system has to be rebuilt. This presents them with the possibility of leapfrogging from their present systems into the next generation of education and training structures in a way which could give them considerable advantages over those of us struggling to adapt our present structures.

In looking forward to the year 2000 we are all conscious of the risks and challenges for the higher education sector in all parts of Europe. Economic pressures from the more diverse clientele of higher education for marketable "vocational" qualifications, the pressure for less public spending on higher education establishments and the drive towards industrially "useful" research will put the traditional higher learning and research functions of the university into question.

In Eastern Europe, it is clear that the commitment to the highest standards of academic excellence, to objective scientific research and to humanist values which has been the hallmark of our finest universities down through the ages will be of vital importance in reinforcing the process of economic and social reform. However, the higher education system as a whole will have to show itself responsive not only to these basic principles but also to the very real needs of the wider society as it moves from a socialist, planned economy to a market-based democracy. This will mean the creation of new kinds of higher education establishments capable of offering a wide range of courses to a wide range of potential students. Not only will it be necessary to ensure increased access to higher education for young people coming out of secondary education but higher education systems will have to show themselves capable of accommodating the continuing education needs of those adults who wish to update their earlier education qualifications or, indeed, enter higher education for the first time as mature students. This will require the putting in place of flexible systems of education with an emphasis on modular courses, credit transfer systems and full exploitation of all the potentials offered by the latest developments in the area of open and distance learning.

The governments of Central and Eastern Europe will be called upon to make important policy decisions regarding the legal and institutional frameworks within which this new system of higher education can develop. This will involve difficult questions of recognition of new institutions, accreditation of courses, access to higher education and, of course, the question which is always the most difficult - that of how to pay for it all. The traditional institutions of higher education will face the difficult challenge of looking backwards and forwards at the same time - backwards to the traditional values of the university which they will rightfully wish to re-establish after so many years of diversion and forwards to a future in which the university must find a new role in the changed economic and social conditions of the next century. In particular, the role of the university as a motor of regional, economic, social and cultural development will be crucial. By combining the democratic values of the new society and the cultural inheritance of the past with scientific and industrially innovative skills, universities are uniquely placed to foster economic growth and the changes of attitude necessary for social cohesion and political stability. It will be vital that the traditional universities do not see themselves as having any monopoly in this process. There will be a need for new and different kinds of higher educational institutions in order to respond to the very diverse needs for third-level qualifications which the societies of Central and Eastern Europe will face over the coming years.

The development of the non-university higher education system will, in this regard, be the key to the success of the economic and social reform process.

It is the recognition of the enormity of this challenge and of the fact that no truly excellent educational system can be designed with reference only to a national context, that the Community decided to create within the PHARE programme a specific programme for academic co-operation and exchange. The TEMPUS programme does not seek to provide a particular model of how to restructure the higher education systems of Central and Eastern Europe but rather to allow the key decision-makers access to the widest possible range of European experience in the area of higher education development so as to illuminate their policy-making development.

The programme targets primarily the higher education institutions of Central and Eastern Europe and seeks to put them into cooperative relationships with their colleagues from within the European Community (and indeed also from the countries of the Group 24) in the form of Joint European Projects. The immediate objective of these consortia is usually a task such as curriculum development, the production of teaching materials or the upgrading of facilities. These projects are doubtless of great value in themselves, but for me what is just as important is the process of co-operation which has been triggered.

Thanks to TEMPUS, in a relatively short time it has proved possible to make some modest progress towards the reintegration of the academic community of Central and Eastern Europe into the wider European family where they were once very much at home. TEMPUS has thus been, I believe, a source of immediate financial assistance, as well as a source of renewed personal and professional trans-European links.

The attractiveness of the TEMPUS programme is that it is a programme of co-operation between East and West. This means that it offers immediate access to Western know-how resulting in the rapid transmission of knowledge and experience to the universities of Central and Eastern Europe. But it is also possible to increase co-operation between equal partners and I would like to stress that the TEMPUS programme is a co-operation between equal institutions, between the West and the East. We should not limit ourselves to seeing this co-operation in a democratic perspective, but we should also perceive it from a human and social point of view.

As I speak, the Commission is adopting the proposal to extend TEMPUS for a further four years, starting from the academic year 1994/1995. TEMPUS II will take into account the findings of an independent evaluation, continuing to focus on Joint European Projects as the major instrument of co-operation. The Commission is also proposing that the scheme be opened up to those of the Independent States of the former Soviet Union who wish to participate, to be funded via the Community's programme of technical assistance to those countries. This will enable TEMPUS to provide an overall framework within which the experience and expertise of the

European Community's academic milieu can be put at the disposal of both the PHARE countries and those of the Newly Independent States in a way which will take full account of the very different stages on the path of economic and social reform which exist in those different countries.

Of course, the Community's policy of assistance in education and training is not limited to support for higher education reform. We must also help our partners in Central and Eastern Europe to develop their human resources to their full potential at the level of vocational training, whether this be in improving the quality and relevance of training for young people not yet in the workplace or whether it be for adults who are already in jobs but want to learn new skills. This is a vital area for countries trying to make the transition to a market economy, especially in helping to address the urgent problem of growing unemployment and the need to cope with the consequences of extensive industrial restructuring. So, it is for this reason that I am pleased to announce that I will preside a conference which is being organised by the Commission in Thessalonika on 23-24 November on this important question. The conference will bring together the key actors in training and education, East and West, along with the PHARE coordinators, as well as the other members of the Group of 24, and not least of all, the major international organisations concerned such as the World Bank and the EBRD. This will be an important occasion to review the extent to which the overall role of the education and training system as a whole has been adequately addressed and what the role of external assistance could be in helping this process. I hope that the results of this conference will make a major contribution to helping the European Training Foundation become operational and effective as soon as possible, as soon as the question of its location is settled. Unfortunately, we have not yet been able to take a decision about the seat and this has postponed the whole functioning of the Foundation.

For all of Europe, the prospects and the challenges of the present time are very great. The Commission is sure that this conference will be an important turning-point in meeting them better in the higher education field. We ask you to contribute your experience and your enthusiasm to the vital task of charting the best course for TEMPUS during the next five years.

I would like to thank you once again for your participation in this conference and thank you in advance for the important contribution that you will make to our collective challenge. For its part, the Commission will listen carefully to the views expressed during the conference and will ensure that the results are exploited to the maximum degree possible over the coming months in our joint reflection with the countries of Central and Eastern Europe, on the future direction of this policy of co-operation between East and West in the educational field and in the necessary changes in the educational systems as well.



## OPENING ADDRESS

*Arie M. OOSTLANDER, Member of the Committee on Culture, Youth, Education and the Media of the European Parliament*

representing

*Antonio LA PERGOLA, Chairman of the Committee*

It is a pleasure to represent here the European Parliament, and specifically the Committee on Culture, Youth, Education and the Media, because this Committee feels highly responsible for the start and the future of the extremely popular TEMPUS programme.

The start of this programme has been remarkable. As the needs in the sector of higher education in Central and Eastern Europe were very urgent indeed, the Parliament prepared its decision on TEMPUS in a very short time, as did the Commission. I consider it proof of the flexibility of the civil servants of the European Commission that TEMPUS could begin its work after only a short period of preparation. The fact that the European Training Foundation did not start work at the same time reveals something about the decision-making mechanism of the Council.

Of course, in handling the TEMPUS proposals, there were some political differences to overcome, although not so much because of diverging viewpoints within the Parliamentary Committee. According to the Committee, the analysis of the needs of Central and Eastern Europe, at the beginning, was not really profound enough. The Committee considered that the collapse of the old system was not of an economic character in the first place and that the damage done by the totalitarian dictatorship did not affect primarily the economic conditions. In our view, the whole societal structure as well as the quality of human life had suffered. Of course, we could agree with action to reform the education of economists, managers, environmental experts, engineers. But we already knew that there was a lack of modern qualified civil servants, deficiencies in the structure of public services, a great lack of adequately trained lawyers and judges, disoriented philosophy departments and primitive conditions in theological institutes which affected the quality of the opinion leaders which are needed so much. We thought that it would be a mistake to pursue a one-sided economic approach in matters of societal reconstruction of Central and Eastern Europe. The West would in that way repeat too many of the reflexes of the Marxist/Leninist regimes.



I note with satisfaction that the share of the so-called non-priority subject areas is growing in the TEMPUS Joint European Projects. That corresponds with the intentions of the Parliamentary Committee. These days, the search for the spirit of the soul of Europe appears urgent. Commissioner Delors stated that question in a meeting with European Churches. The results of the Maastricht referenda and other reactions in the Member States force us to reflect on that issue. Should we present to our fellow Europeans a Community which is rigidly focused on problems of an economic and monetary nature, on the growth of production and material profits? It seems that European citizens are not convinced by only this type of benefit of European integration.

Perhaps it is wise to refer to the original motivation of the founding fathers of the Community. They believed in something. The common norms and values of our Judaeo-Christian culture, as we call it nowadays in our Parliament, an order of justice, solidarity, responsibility for other people. For us, this motivation is the essence of the TEMPUS programme. That is the reason why we rejected the rigid rules of the market place - I only give you something while expecting something in return. The assistance in the restructuring of society and of higher education is part of our duty to restore an order of justice in our part of the world. It is not a kind of charity, but something that may be done if so desired, in order to make sense of life and of Europe. Co-operation in the field of higher education stimulates our imagination. Perhaps the Treaty of Maastricht will help the European authorities to enhance the importance of education policy. That would be of particular value in co-operating with Central and Eastern Europe.

But in Central and Eastern Europe the main problems are perhaps connected with the educational isolation in which people were kept. Cultural and scientific progress needs international exchange and the success of financial investments depends on the expertise of people to use these investments. Without educational reform and a well-trained new generation, attempts for economic reconstruction will fail. Building a pluralistic democracy presupposes citizens who are able to take their responsibilities in various sectors of society.

It is encouraging to see that educational co-operation produces far more well-argued and well-prepared proposals for projects than other sectors. It is really a pity that only 10% or 15% of proposed projects can be accepted. This might be a reason for PHARE to re-allocate the budgets slightly, for education is not the most expensive part of development aid.

Of course, mistakes are not always avoidable. It is necessary to evaluate, criticise and improve our work. That is enough reason to be confident, however, that the services of the Commission (and specifically the Task Force for Human Resources and the TEMPUS Office) are doing a very good job. In my report on the Commission proposals, so enthusiastically received in the Parliament, the possibility of an

extension of TEMPUS to the countries of the ex-Soviet Union was already mentioned. That would be a really big challenge.

Until 1989, Western Europe was not thinking about the interests of the citizens in Central and Eastern Europe. The end of the Cold War has made us aware that we had forgotten the other half of our continent in the pursuit of our own security. TEMPUS is one of the ways to celebrate together a new era - a celebration of practical significance, we hope.



## **KEYNOTE SPEECH**

***Antoni KUKLINSKI, Director of the European Institute for Regional and Local Development, University of Warsaw***

It is a great honour to present this keynote speech.

It is an extremely difficult task to follow the mainstream of our thinking in the field of higher education and to present, at the same time, the ideas and approaches lying outside the conventional wisdom. Central and Eastern Europe is a strongly differentiated region where the temptation to see "unique" facts and perceptions is very great. In this intellectual climate I would like to try to present a preliminary list of problems which may be discussed at our Conference or taken up later in post-conference studies.

Let me concentrate my attention on the following issues:

- I. The transition in Central and Eastern Europe
- II. The role of higher education in the creation of the new system
- III. The brain drain and the transformation of higher education
- IV. Teaching versus research in the system of higher education
- V. The university versus industry
- VI. The old versus new institutions
- VII. Darwinism versus populism
- VIII. The new systems of higher education in Central and Eastern Europe
- IX. The entrance into the twenty-first century - the last six years of the twentieth century
- X. Tentative conclusions

## I. The transition in Central and Eastern Europe

The transition process in Central and Eastern Europe is much more dramatic and difficult than originally anticipated.

There are three causes of this phenomenon.

- A. The legacy of the communist past is extremely heavy<sup>1</sup>. We have to mention the material legacy of the structure of a national wealth deformed by Stalinistic industrialisation policies. Now a large part of national wealth is not adaptable to the conditions of a global economy. This is a loss of historical magnitude.  
On the human side - directly related to the system of higher education - we have to mention the problem of *Homo sovieticus*. It is true that communist rule has left some important traces in mentalities and in patterns of behaviour. Is, however, this phenomenon so deep and comprehensive that we can say that the dilemma "*Homo sovieticus* versus *Homo democraticus*" is a real dilemma in Central and Eastern Europe ?
- B. The second cause is the difficulties in the development of efficient governmental structures supplying strong leadership during the transition process. There are two barriers in this field.  
The first barrier is the ideology and politics of populism. The dilemma "efficiency versus equality" is the main dilemma in the transitional period in Central and Eastern Europe. Populist approaches are solving this dilemma in favour of mechanistic equality against the promotion of motivations and behaviours which support efficiency and excellency of professional performance. Populism can also establish strong barriers on the way to creating a middle class and innovative entrepreneurship in Central and Eastern Europe. Populism can also prevent the emergence of investment processes involving both domestic and foreign capital to create a really big push for economic growth in Central and Eastern Europe.  
The second barrier has been created by nineteenth-century laissez-faire approaches. These approaches are presently very popular in Central and Eastern Europe despite the fact that nineteenth-century laissez-faire thinking is not able to solve the acute dilemmas of long-term structural change.
- C. The third cause is the weakness of large-scale historical and strategic thinking in Western Europe and North America in relation to the challenge created by the collapse of communism. Following the charming article of Lord Skidelsky<sup>2</sup>, it is worthwhile to compare the reaction of the grand global establishments to World War I, World War II and to the collapse of communism (as an equivalent of World War III). Grand ideas, including the Marshall Plan, were generated after

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<sup>1</sup> compare: J. Rupnik, Higher Education and the Reform Process in Central and Eastern Europe. Fondation Nationale des Sciences Politiques, 1991.

<sup>2</sup> Lord Skidelsky, Keynes here, how can I help you ? Weekend Financial Times, April 4/5, 1992.

World War II. The reaction to the collapse of communism resembles rather the weaknesses of strategic thinking after World War I.

A recent warning of Joseph Antall<sup>3</sup>, the Prime Minister of Hungary, should be quoted in this context.

*"The Hungarian nation got only the historical chance to restore freedom and to join the happier part of European nations. The nation needs help to keep what has been already achieved.*

*If the West leaves the region of Central Europe to itself and the isolationistic way of thinking will get the upper hand - then some old negative reactions could be revived and the imperial thinking can find again the fertile soil."*

The transition process in Central and Eastern Europe is just now in a very difficult stage of development but we are still convinced that the present crisis will not culminate in negative turning points in some countries of Central and Eastern Europe.

## **II. The role of higher education in the creation of the new system**

I am convinced that the role of higher education in the creation of the new system is definitely underestimated. In the short-term political thinking prevailing in Central and Eastern Europe, higher education is a marginal phenomenon. The proper role of higher education can be seen only in the long-term perspective.

The historical task of higher education<sup>4</sup> is to create a proper intellectual and professional infrastructure for the new system generated by the revolution in Central and Eastern Europe. This intellectual infrastructure contains three elements:

- 1) system of values
- 2) knowledge
- 3) skills<sup>5</sup> and abilities.

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<sup>3</sup> in the Polish Journal *Rzeczpospolita*, June 15, 1992.

<sup>4</sup> compare: Memorandum on Higher Education in the European Community. Task Force Human Resources, Education, Training and Youth. Brussels, December 1991.

<sup>5</sup> compare the following opinion in: Skills Shortages in Europe. Industrial Research and Development Advisory Committee of the CEC.

*"The forecasting of skills needs in the European Community and its individual Member States is not well developed and is largely based on past rates of growth and on the perceptions of industrial enterprises / many of which have had low growth rates or even decline in the case of some traditional and mature industries /. It is arguable that this largely 'bottom-up' approach, which fails to take adequate account of new enabling technologies capable of improving competitiveness, will underestimate the demand for and changes needed in technical manpower. In particular forecasts of the needs of SMEs and the potential growth of the service sector are lacking. The result may well be a vicious circle of restriction of supply and demand compared with the virtuous circle described above where education push and market pull are attuned."*

Unfortunately, the process of the creation of the new intellectual and professional infrastructure is very slow and inefficient.

The prevailing climate of the short-term thinking is to allocate a relatively low priority to higher education in Central and Eastern Europe. The peculiar mixture of populism and nineteenth-century laissez-faire approaches is creating a political, economic and social environment not propitious for the promotion of higher education as an important factor and condition *sine qua non* to transform the society, economy and the state. In this field, we should look not at the "Sunday" declarations of goodwill but at the everyday decisions which, de facto, discriminate against higher education. This is visible in the budgetary allocations for higher education and in the low level of university salaries not comparable with other competitive activities. Gradually, the university is losing its best staff members in many fields and it has no power to attract able young persons to choose the university as the place of professional activity.

### **III. The brain drain and the transformation of higher education**

Brain drain is the most important sickness of higher education in Central and Eastern Europe. This sickness is very serious in some fields and may be mortal in many areas of strategic importance.

There are three manifestations of brain drain:

- 1) the emigration of talented scholars and students from Central and Eastern Europe
- 2) the internal emigration to other professions offering much higher profits or salaries
- 3) the weak position of the university in attracting talented young people for university studies and jobs.

### **IV. Teaching versus research in the system of higher education**

A strong future-oriented system of higher education is based on the integration of teaching and research. Innovative teaching activities are impossible without parallel research activities, opening for students the world of the endless frontier of science.

In Central and Eastern Europe there are two approaches in this field:

- 1) the university must be both a strong teaching and research institution but some eminent research institutions should be developed outside the system of higher education. The best Institutes of the former Academies of Science should be organised following the example of CNRS or the Max Planck Institutes;

- 2) universities should be recognised as monopolists in the field of fundamental sciences and the former Institutes of the Academy of Science should be incorporated in the university system. Promoters of this approach are using as an argument the wrong analogy of pre-war Poland or Czechoslovakia.

## **V. The university versus industry**

In the new models of the system of higher education to be created in Central and Eastern Europe, the relation between university and industry is one of the most important parameters.

In the classical Western model, Industry performs the following functions in relation to the University:

- 1) creating continuous demand for graduates of the university system
- 2) creating continuous demand for innovation research not only in applied sciences but also in some fields of fundamental sciences
- 3) creating substantial sources of supply of financial means to accelerate the development of the university system in both the fields of research and some fields of training which are especially important for industry.

These demand - supply links are not functioning at the present time when both industry and universities are very weak in Central and Eastern Europe. A way of achieving a positive breakthrough of this vicious circle is one of the most fundamental problems in our field<sup>6</sup>.

## **VI. The old versus new institutions**

The transformation of the already existing institutions of higher education is very slow. The paralysing burden of the past is very heavy and the pressure of the populist ideology is very strong in a great number of cases. This is the Napoleonic situation in Central and Eastern Europe. Facing the difficulties in the transformation of old universities, one should as a solution perhaps, try to create a network of Grandes Ecoles. Grandes Ecoles as islands of excellence (run partially or even totally in foreign languages) would produce individuals with high capacity and qualifications, ready to work in an open society and in a dynamic and competitive market economy.

I understand very well that the proposal to establish a network of Grandes Ecoles is a very controversial one, but this suggestion should at least be discussed seriously. They would be an excellent place to educate and train for the new European-minded élite in

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<sup>6</sup> compare the paper of B. Kacprzyński in the volume Transformation of Science in Poland, Warsaw, 1991.



Central and Eastern Europe. The creation of this network, with strong support of the European Communities but with basic local inputs, would be an inducement to develop long-term approaches to the system of higher education in Central and Eastern Europe.

## VII. Darwinism versus populism

The systems of higher education in Central and Eastern Europe must be changed very deeply to perform efficiently their historical role in the transformation of the society, economy and the state - in the creation of a new order in this part of Europe.

As mentioned earlier, there are both external and internal barriers which drastically diminish the efficiency of the transformation and performance of higher education.

There are two approaches in this field - the Darwinist and the populist. The Darwinist is manifested in different activities and procedures which create a climate of rational and sometimes ruthless selection among persons and institutions that are - or are not - useful in new conditions. The best example of guided rational Darwinism is supplied by the transformation of higher education in the *Neue Länder*, in former East Germany. This experience should be studied very carefully to see to what extent it is a unique case and to what extent this experience could be useful in Central and Eastern Europe. It is a text-book case of guided and efficient Darwinism. Naturally, the human cost of the application of Darwinist approaches is very high and it is necessary to prepare a *sui generis* historical cost benefit analysis. The experience of the *Neue Länder* will generate different value judgements following the accepted ideological and political attitudes<sup>7</sup>. The present discussion in Germany is supplying ample material for reflection in this field.

The populist approach to the transformation of higher education is not proclaimed in explicit terms. It is, de facto, the ideology of the weaker part of the academic community which is suggesting - per *pacta* and *facta concludentia* - that we need deep structural transformation, but that the human cost of this transformation should be as low as possible. This populist approach is very strong in all countries of Central and Eastern Europe and it is slowing down the transformation of the higher education system. The populist approach is confronted with enforced Darwinism generated by drastic financial and budgetary limitations. In this climate, some decisions of the Darwinist motivation are implemented but the difference between guided and enforced Darwinism is quite substantial.

To make this point clear let me present the following proposal:

- 1) let us select 25 universities in Central and Eastern Europe, including the *Neue Länder*;

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<sup>7</sup> compare: Wolfgang Thierse, Zwei Welten oder eine. Der Spiegel, June 15, 1992

- 2) let us prepare honest, comprehensive and critical studies on the transformation of those 25 universities.

In the transformation of higher education in Central and Eastern Europe much attention was allocated to the macro- and micro-level. The macro-level are the solutions applied on the national scale, especially in the form of new legislation. The micro-level are the solutions related to the activity of individual scholars. Now we need some attention for the mezzo-level for institutions like the university. This analysis of institutional change of this type is a seriously neglected field in the present analytical landscape.

### **VIII. The new systems of higher education in Central and Eastern Europe**

This problem is simple and at the same time complicated - simple in the sense that the higher education system in Central and Eastern Europe of the twenty-first century will face the reality of United and Integrated Europe. In this sense, it is clear that structural change in Central and Eastern Europe must develop in the direction of joining mainstream European thinking in the field of higher education. This thinking is well-represented by the outstanding activity of the European Communities. So from this point of view the situation is simple - we should follow the line suggested by the European Communities. This means that we will have, in the next decades, a strong trend of diminishing differences among national higher education systems in Europe. This does not mean, however, that national systems of higher education will be liquidated and replaced by one universal European system. In these conditions, the countries of Central and Eastern Europe must solve a complicated problem - how, in the European framework supplied by the European Communities, to develop national systems of higher education taking into account European realities and the national tradition.

In general, I believe that the countries of Central and Eastern Europe are too much fascinated by the experiences of the past and especially by the experiences of the pre-war independence period. Too little attention is allocated to discussion concerning the new shape of higher education in the twenty-first century. We are looking at the present experience of Western Europe and North America. The experience of 1992 will be old history in 2010. The absence of serious discussions on higher education in the twenty-first century is very depressing and is just another example of deficiency in the field of long-term thinking.

We have also to remember that Central and Eastern Europe is a deeply-differentiated region and that, unfortunately, this differential fascination is in some cases even growing. It is, therefore, clear that in Central and Eastern Europe almost each country will try to develop a new national system of higher education. Nevertheless, the European climate in these activities and the role of the European Communities will create inducements to promote the tendency of diminishing differences among the

systems of higher education. This tendency is very important for the future of higher education in United and Integrated Europe.

#### **IX. The entrance into the twenty-first century - the last six years of the twentieth century**

When looking at the immense machinery of the European Communities we see that in the activity of this machinery there is a lot of imaginative, careful planning adapted to the empirical reality of the 12 countries. The same amount of careful imaginative planning should be applied to the countries of Central and Eastern Europe.

In this context, I would like to propose organising in 1993 a conference on "higher education in Central and Eastern Europe - the last six years of the twentieth century".

Each country should - under the auspices of the European Communities - prepare a clear comprehensive study on what should be done in the field of higher education in the years 1994-1999, the last six years of the twentieth century.

We will find out very soon how badly prepared we are to start and implement such a study. The prevailing climate of short-term thinking, the absence of strategic planning in Central and Eastern Europe, the absence of long-term visions of the transformation of the society, economy and the state, the current political and economic crises are the factors which make it very difficult to start comprehensive studies on the immediate future of higher education in Central and Eastern Europe. The proposed conference would create a comprehensive framework for the European Communities to establish long-term programmes in the field of higher education in Central and Eastern Europe.

#### **X. Tentative conclusions**

Let me present the following very tentative conclusions to be seen as an invitation to critical comments:

- 1) The potential role of higher education in the transformation of Central and Eastern Europe is very great but presently underestimated. The historical task for higher education is to create a proper intellectual infrastructure for the new systems of economy, society and state.
- 2) The real role is much smaller than the potential dimension of historical necessities. The difference between the potential role and the real one has been created by three barriers:
  - (a) the external barriers of the political, social and economic environment not creating the necessary conditions for the transformation and development of higher education;

- (b) the internal barriers of populist pressures from the weaker segments of the academic community;
  - (c) the brain drain, which is changing higher education into the bleeding patient of history.
- 3) The great mission of the European Communities in the field of higher education in Central and Eastern Europe is:
- (a) to continue all successful initiatives in the field of higher education and especially the TEMPUS Programme;
  - (b) to create a climate of international comparative evaluation which will help to eliminate the external and internal barriers mentioned above;
  - (c) to promote long-term, comprehensive thinking in the field of higher education;
  - (d) to organise a conference on "higher education in Central and Eastern Europe - the last six years of the twentieth century".

### **Closing remarks**

This speech is based on my experiences and perceptions related to the transformation of higher education in Central and Eastern Europe<sup>8</sup>.

The devil is hidden in details. There are some pragmatic and specific remarks in this speech which are definitely the remarks of *advocatus diaboli*. I have said little about the fundamental achievements of the glorious pioneering period after the Revolution of 1989. The achievements are very great; the foundations of the new system have been created. But there is a sorrowful feeling that all actors and partners involved in this great historical process have not fully used the unique opportunities created by the collapse of the Soviet Empire and the communist system. We have lost some opportunities of the early nineties.

For God's sake, let us use well the remaining part of the nineties. Let us hope that in this decade higher education in Central and Eastern Europe will reform itself very efficiently. Let us also hope that the reformed and stronger higher education will perform a real and eminent role in the transformation of society, economy and state in Central and Eastern Europe.

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<sup>8</sup> Please compare my outline for higher education in Central and Eastern Europe with the excellent paper of J. Rupnik, *Higher Education and the Reform Process in Central and Eastern Europe*. Fondation Nationale des Sciences Politiques, 1991.



## CLOSING REMARKS

*Sir Leslie FIELDING, Chairman*

EC Commissioner, Mrs Papandreou, said in her formal inauguration of this conference that our aim in the Community is to help the emerging democracies regain their place in Europe's peace and prosperity. I am most inclined to think that in a way these countries never lost that place. Despite the difficulties that we know about, despite the tragedy of history in recent years, thought processes appear to be, nonetheless, remarkably parallel. The rebuke that there is not enough long-term thinking and too much fascination with the past is perhaps as valid for Western as for Central and Eastern Europe. We do have a great deal in common, as well as the obvious things which still annoyingly and perhaps unnecessarily divide us.

I would just like to make one or two winding-down remarks in this introductory phase of the conference.

I would like to say first of all that I think we must, and can, all agree that higher education is going to be vital to what is happening in Central and Eastern Europe. Higher education has had a kind of motor role in Europe ever since the foundation of the University of Bologna and the spread of the wandering scholars throughout the European continent. I think that even in Eastern Europe today, despite the difficulties clearly described to us, the potential and the real capacity are there to help change things. If proof of this were needed, it is to be found in this room. Why else are we here?

Secondly, we should cautiously ask ourselves what do we mean by university or higher education. Certainly, higher education is not going to be just a matter of high technology, natural sciences, applied sciences and engineering. In the excellent introductory paper on which working group III will be labouring later today, it says that disciplines not directly geared to a profession have been neglected in the preceding decades in Central and Eastern Europe. If that is so, that is unfortunate, because humanities and the liberal arts are as important a part of our culture as sharp-end engineering and high-technology. As Mrs Papandreou said, it is not only a matter of delivering the qualified men now - and I agree with Mr Oostlander that is absolutely indispensable - but also that there comes the necessity, as the Commissioner said, for the reinforcement of changes in attitude and for that we have to look to the regeneration of the humanities. Also, education is not a monopoly of universities alone, nor of polytechnic institutes. One has to look back to see from

where do these institutes and universities recruit their material. The point is well made, again in one of our working papers, that one has also to remember that there is a need for reform and regeneration of primary and secondary education, teacher education and continuing education - not always very glamorous, not always supremely the domain of intellectuals who occasionally disdain such lowly activities - but activities that are, in effect, as much of the essence as the proud university and the rector and all those other things.

But we do have to recognise the constraints and difficulties through which our other European partners are passing. They are not, of course, unique to Central and Eastern Europe. I would not quarrel with Professor Kuklinski's affirmation that the academy in Eastern Europe is in a generally debilitated state - poor prestige, poor rewards, inadequate work instruments - although I think he would not find a single university in the European Community that did not also proclaim such woes. Its a matter of degree, but not of kind.

The difficulties of the internal reform that is needed to reorganise the universities in Central and Eastern Europe mean that it is not enough to promote the mobility of teachers and students if the universities are not under new management or if the universities remain immobile and stuck in a narrow, conservative rut. But here also in Western Europe, the universities have received such reproaches from parents, students and politicians. We are, I think, much further down the road, but in a sense we are all travelling the same road. We cannot live in ivory towers; we ought not to confine ourselves voluntarily to intellectual ghettos. We have to live in society and transform it and we can only do that by engagement and not by refusal.

Too much fascination with the lessons of the past. There I think Commissioner Papandreu was right; that in a way universities in the Eastern parts of Europe probably have a clearer opportunity than universities in Western Europe to leapfrog over the present and jump forward into the challenges and the responses of the 21st century. I grant that we should not be millenarian or too visionary and I am sure Professor Kuklinski is right in saying that we should also be looking at what, in practice, we are going to do next year and the year after and the year after that.

It may well be that in the early part of the next century universities in Western Europe will be learning from the reforms which are about to take place, or have already begun, in the East.

I think our central message has to be one of hope, not only because there is no alternative, but also because I think that it is possible with effort and patience and commitment to steer that middle path between undue optimism or pessimism.

A word next about higher education in Western Europe and its role in the developments in the Eastern parts of the continent. I am sure that every representative of a European Community university present today would agree with me in saying

that part of our role is to listen and to learn and to rediscover. Mr Oostlander said in his earlier intervention that, in a way, the presence of the Iron Curtain and the existence of the Cold War meant that we had forgotten about, or lost our sensitivity towards, Central and Eastern Europe and that we are now in the process of rediscovering this region. It is immensely exciting for EC universities to be engaged in this process. A statement put out by the European Commission says that the Western partners in TEMPUS have also derived considerable benefit from the scheme, because it has helped to widen curricula and the horizons of our professors while helping to expand our academic contacts. I want to say that we in the universities are as excited by and benefiting as much from this whole process of opening-up as you in Central and Eastern Europe are. We recognise, of course, that there are different traditions and cultures and political realities. Be assured that we do not see ourselves in higher education in the Western part of Europe as missionaries in the crude sense, or people with some great paradigm to offer. As the paper for working group I says, higher education in Western Europe is diversified. It has undergone several periods of reform, but we have never come up with a single model with universal application. So there is nothing to fear from contacts with us; exchange is a two-way process.

A word on constraints in Western Europe. Probably at no other point in our conference will people touch upon this, but it does require mention. Please, neither underestimate nor overestimate what the European Community is. I sometimes get the impression that in Central and Eastern Europe the EC has been expanded to become a sort of paradisaical creation with almost supernatural powers. We are reproached for not having solved the problems of Yugoslavia, for example. It is not like that. The Community is a living, biological entity. It grows. It can occasionally catch cold. It is not a monolith built in granite. It moves and during the years in which I have either worked for the Community or observed it, I have seen it move, usually, two steps forward and one step back. The forward momentum over the sweep of history is quite clear, but there are victories and there are defeats. We are, in Western Europe, presently undergoing, again as Mrs Papandreou said, an economic squeeze, especially in Western European universities. We have temporary, local difficulties which you read about in newspapers, which have to do with exchange rates and European Monetary Union. There is a recession. Unemployment is high. We are not yet a superpower. We are not either a kind of monster. We are not the United States of Europe. If you follow popular entertainment, we are not Batman - we are more like Robin. But we are your neighbours and we are rich neighbours and I hope that we will be generous financially, as well as in other ways, and we are your friends. So accept us as human as you are, beset with difficulties which in a way are not so dissimilar to yours; but we are further down the road and wishing to be travelling companions with you towards a common destination, which I hope will not be the opposite to paradise, even if we have to pass through a certain purgatory to get there.

On a practical note, can I say how important the working groups will be. Three well-chosen groups; chairmen who know what they are talking about and the Rapporteurs



have sharpened pencils to take notes. Transformation of Central and Eastern Europe to a market system; the renewal of education and training; democracy and pluralism.

I hope that out of these three groups there will emerge - and I appeal to the chairmen and the rapporteurs to ensure this - a concise, but meaty report to the plenary session which Josep Bricall from the University of Barcelona is to chair tomorrow. We do not want stories of roses, as Antoni was saying. Face up to realities and difficulties, but be faithful to everything that has been said and try to come forward with something clear and concrete which will carry forward the process, because right at the end Professor Constantinescu from Bucharest and Dr Hywel Jones from the Commission will have to try to crystallise the experiences of this conference.

This must not be yet another conference to which people go: it's Thursday, so it must be Brussels, or it's Friday and it has to be Barcelona. This is not just a darkened ocean upon which ships pass each other unseen. It is an occasion, modestly but concretely, to carry forward this vital process. I am sure, speaking for my former colleagues in the Commission, that they want to be able to draw upon the conclusions of this conference to guide them in their further work on the TEMPUS programme and look back on it as something which played a role. Some decisions remain to be made. Now is the time when we can influence. So please be clear, concise and concrete. Please be upbeat. Let us put forward the shoe of hope and throw away the other shoe - the nihilistic one. There is no need for both shoes, anyway. We are just going to hop forward on one foot. That is how Europe always proceeds.

## **CLOSING PLENARY SESSION**

### **Future Needs and Responses - the role of TEMPUS**

#### **CHAIRMAN'S ADDRESS**

*Josep M. BRICALL, Rector of the University of Barcelona*

The sessions over the past few days have focused on the problems of higher education and from what I saw from my visits to the various groups, the discussion showed a great deal of openness and enthusiasm. I am sure that this is thanks to the efficiency of the Chairmen and also to the interest of the documents which were prepared by the various Rapporteurs.

I think there was one overriding element in all these discussions and that was a concern to link higher education to the process of change now underway in Eastern and Central Europe and especially to the economic problems presently affecting these countries.

There was also a great deal of interest shown in the TEMPUS programme as a framework within which universities can be linked, higher education can be related with the economy and the old division between East and West can be overcome. A great desire to build new links between East and West exists.

However, there are some difficulties, which are linked to the very nature of the problems which afflict Eastern and Central European countries.

That is why I think that the reports of the different working groups will be very interesting.



— *Working Group no.1* —

**INTRODUCTORY DISCUSSION PAPER**

**THE ROLE OF HIGHER EDUCATION  
IN TRANSITION TO MARKET ECONOMY AND  
INDUSTRIAL RESTRUCTURING**

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Chairman: Harry L. BECKERS  
Former Group Research  
Coordinator Shell International  
and Chairman of IRDAC

Rapporteur: Ernö ZALAI  
Professor of Economics and  
former Vice-Rector of  
Budapest University of  
Economic Sciences

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- IV. WHAT CAN WESTERN EXPERIENCE OFFER ?
- V. THE ROLE OF INTERNATIONAL COOPERATION AND ASSISTANCE

### **Annexe: Areas of international cooperation**

- 1. Institution building and development
  - 2. Assistance in training and education
  - 3. Other forms
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## I. INTRODUCTION

The purpose of this paper is to highlight the need for reform and the contribution of higher education to the transition to a market economy and industrial restructuring in Central/Eastern Europe. Its purpose is to start and organise discussion around the issues of:

- the lasting impact of unfavourable past tendencies in the region on higher education,
- the major shortcomings of the inherited system,
- the role of higher education in the training of highly qualified manpower and
- university/industry cooperation.

From the discussion of these and related issues we hope to derive useful suggestions for improvements and new perspectives for international cooperation to facilitate them.

Higher education systems in Central/Eastern Europe are quantitatively and qualitatively not well developed at present, leaving plenty of room for increases in student intake in the fields that are lagging behind and for improvements in various aspects of education. Since 1989, measures have been or are being taken by forward-looking universities and governments. It would be worthwhile to take stock of those reforms and to assess their first results as well as their shortcomings during our discussion.

We would like to emphasise a few key points from the very beginning. We consider that:

- higher education in Central/Eastern Europe has been part of European culture and traditions,
- the present shortcomings are the results of the acute lack of demand and resources for change during the past decades,
- most of the problems are universal, they appear in the West as well, perhaps in less pronounced and acute form,
- there is no unique solution to the seemingly similar problems in the different countries,
- the "systemic" changes in society and the economy at large and changes in the system of education will have to be simultaneous, interrelated changes,
- change cannot be "imported", neither can it be imposed on the participants. However, it can and has to be encouraged and motivated through international cooperation.

## **II. UNFAVOURABLE PAST CENTRAL/EASTERN EUROPEAN TENDENCIES**

Higher education in the emerging new democracies of East-Central and Eastern (Central/Eastern, for short) Europe is historically firmly rooted in European culture and traditions. The four decades of Soviet-type rule could not destroy this heritage, although they did considerable damage to it. The major deficiency of the "communist system" was that it provided little or no demand for change. In fact, innovation was discouraged in many ways in all spheres of society.

The result of this acute lack of incentives and demand for change manifested itself in various negative tendencies in the sphere of higher education as well. Before we list some of them below, we must emphasise that the extent to which they were present in and affected the various countries in question differed, but none of them was exempt from them:

- the social value of and awards given for knowledge considerably diminished;
- resources given to higher education were far from being adequate (financed from state budget by the "left-over" principle);
- knowledge and international contacts became monopolised and controlled by the ruling elite (see e.g., research separated from teaching under the Academy of Sciences);
- serious attempts were made to confine the role of universities (polytechnics) to that of mere teaching (e.g. low access to resources to conduct research);
- universities and colleges were denied curricular, financial autonomy and responsibility;
- the lack of incentives, responsibilities and appropriate performance evaluation lowered working morale - among staff, students and administration equally, and did not develop proper "university managerial" skills and structures;
- "job markets" offered very few challenging positions to highly qualified graduates of higher education;
- the number of students enrolled into higher education remained rather low (relative to the western world).

The last two aspects have been closely connected and mutually reinforcing phenomena. Most jobs - especially in the area of economic decision-making, but also in other fields - were based on routine, requiring obedience, rather than innovation; work was supervised and rewards determined by leaders selected more on political than on professional considerations; innovation and change were slowed down and held back. This meant on the one hand that university graduates were as a rule "overqualified" for their jobs, and on the other hand, universities tended to teach abstract knowledge that did not have much to do with on-going practice and almost

no practical skills. This situation not only produced frustration for all the participants - the graduates, the employers as well as the professors - but also meant that there was no need to increase the number of university students in that system and structure.

Despite all the negative tendencies the level of higher education and research has remained relatively high in most countries. Universities and research institutes were promoters of social-political changes. The characterisation of the inherited system of higher education that will be given below should be viewed as a "caricature" of the socialist educational system, which serves the sole purpose of highlighting the need for thorough structural and curricular reform.

The problems may seem to be rather similar in the various countries, yet there is no unique solution: no universal strategy can be offered. Each country will have to go through a special process of its own, since they not only start out with different historical backgrounds and positions, the processes of political, social and economic change follow different paths as well.

The "systemic" changes in society and the economy at large and changes in the system of education will be simultaneous, interrelated, mutually supportive or constraining changes. There may be as many successful models of transformation as there are countries. Change cannot be "imported", neither can it be imposed from above on the participants. However, it can and has to be encouraged and motivated. Assistance, whether it comes from above or abroad, must be based on careful assessment of special circumstances and needs, and be selective based on the identification of suitable points of entry, progressive forces, institutions and traditions of the given countries.

### **III. THE NEED FOR REFORM**

Perhaps the clearest example of the "Sovietisation" of higher education and frozen structures in Eastern/Central Europe is the crystallisation of a highly specialised institutional and grade structure. Higher education is characterised - to differing degrees in various countries - by relatively small, over specialised institutions (many vocational colleges under the direct control of the corresponding ministries), instead of comprehensive universities. In addition, higher educational institutes differ in the type of degree (certificate) they give, as well as in the duration and structure of the studies they offer.

Traditional (comprehensive) universities are small in number, their faculties are often limited to science, humanities and law. The longer-term (four-five years) "higher professional schools" are as a rule considered equal in rank to the universities and are in fact often called universities. The graduates of the shorter term (2-3 years) more closely vocation-oriented higher schools - if they exist at all - seldom continue their studies for a higher degree: their training is as a rule considered completed. The two-



tier system (bachelor and master degrees built upon each other) is practically unknown. Regional (municipal) colleges and their role have yet to be defined. Indeed, the institutional separation in the former socialist countries has become so rigid and hierarchical that there is hardly any movement of students (or staff) among the institutions of different levels and areas of training. It classifies the incoming students into groups of (supposedly) more or less capable people and channels them accordingly into institutions of different levels and prestige. At the same time it forces students to choose a profession almost once and for all at an age too young for making proper decisions, and without really allowing for correction possibilities in the later course of their studies. Continued education could not solve this problem either because it usually offered further specialisation possibilities and/or refresher courses in the form of part-time studies.

Over specialisation in professional training is partly a result of narrowly defined job qualifications and lack of mobility during occupational careers. Imbalances among fields of study are usually characterised by shortages of students and graduates in law, social/administrative sciences and business studies. The need to "despecialise" curricula in most universities is acute. This need must be met through various means. Creation of comprehensive universities from the specialised institutes of higher education, revision of the curricula, provision for more elective courses, creation of interdisciplinary studies and/or development of "double-competencies" specialists and the like. In a nutshell, curricula must shift away from an institutional, "supply-led" approach towards a "demand-driven" approach by establishing and maintaining close contact with industry and other major places of employment, by leading and adapting to changes taking place in practice.

The training of middle-level manpower in the two key areas of engineering and business administration is unequally and inadequately developed. Higher education institutes in Central/Eastern Europe have been reluctant to set up "short-cycle courses" on the grounds that this would undermine the academic prestige connected with full-degree courses. This can be a serious shortcoming in the context of a market economy. In all Western countries, "short-cycle higher education" has played a key part in the training of skilled manpower. Short vocation-oriented higher education in business administration and engineering, that covers the array of skills required by middle-level managers and technicians to perform effectively within the work organisation of companies, proved to be successful solutions in many countries in the West.

These experiences, together with those that exist in at least some of the Central/Eastern European countries could help delineate the contours of 2 to 3 education and training "tiers" adapted to the specific situation of each country. However, for many reasons, it is essential that this education is provided by institutions which have a recognised higher education status and represent an integral part of the country's post-secondary system.

The inherited model of higher education in the formerly centrally planned economies seems to be completely inappropriate to handle properly the foreseeable problems created by the "massification" of higher education. It is not offering any viable solution to the problem of how to train the "elite" parallel to (together with) a mass of highly skilled (at various levels and in diverse areas) professionals. Western experience seems to indicate that this problem can be better treated in a more flexible and variable system, in a geographically decentralised "continuum" of units, rather than by a set of self-contained, mutually independent units.

#### **IV. WHAT CAN WESTERN EXPERIENCE OFFER ?**

During the same decades the "West" witnessed a period of constant change that affected all possible aspects of higher education, including the type of institutions, the structure of grades (tiers and sectors), curricula, funding, enrolment, links with industry and state administration, international cooperation, etc. As a result, higher education in the West became a diversified, mass education system, which has undergone several periods of reform, but never resulted in a "model" with universal application.

Western experience thus could not provide any single "model" for Central/Eastern Europe to follow in the process of restructuring and reforming their existing structures and system of higher education. Yet, if studied cautiously and critically, that experience could be of much use for all of those involved in the process of change, if for no other reason than to learn that most of the difficulties and problems East Central/Eastern Europe is facing now are not specific to the region or to the period of transition at all. But more than that, it can be used to better clarify and structure questions and also offer alternative answers to widely discussed questions, such as:

- increasing enrolment in 'massification' of higher education;
- reform of the institutional and grade structure ("tiers and sectors of higher education");
- increased autonomy and accountability of universities and colleges;
- curricular, financial, organisational/managerial reform of the institutions of higher education;
- links to industry and society (practice) and various forms of continuing education.

As the last point we might mention that although there is a relatively long tradition of university/industry cooperation in Central/Eastern European countries, this cooperation was not entirely satisfactory for various reasons: little or no concern for quality in industry leading to a neglect of improvements in technological processes and management practice; lack of motivation for institutional partnership between

university and industry, each developing its own activities in isolation from the other; submission of universities to rigid rules imposed upon them by the central government and the absence of "service orientation" to the surrounding community, etc.

To be sure, university/industry cooperation is not a very old tradition in many Western European higher education systems either. It started to develop about 10 to 15 years ago as a result of the need expressed by companies to keep up with scientific change and of the necessity for universities to "open up" to industry's management techniques, its technological advances as well as the need to acquire additional resources.

In the present context, the prospects for fast development of university/industry cooperation in Central/Eastern Europe are not very favourable. On the one hand, the privatisation process puts heavy demands on company management and makes them very insecure with regard to their future. They thus have little inclination to develop new ventures with universities. On the other hand, universities themselves may be mainly concerned with their internal reorganisation and partnerships with companies may not among their priorities.

Under these circumstances, priorities for university/industry cooperation might include:

- assessing feasible objectives and forms for university/industry cooperation: research projects, placements of students in industry, short-term teaching assignments for professionals from industry, etc.
- the retraining of the professional workforce hit by the privatisation process and the restructuring of the economy might provide a suitable area for university/industry cooperation.
- internships provided for students of Central/Eastern Europe in Western companies that would greatly enhance the diffusion of new technologies and skills during the present period of recession and restructuring.

## **V. THE ROLE OF INTERNATIONAL COOPERATION AND ASSISTANCE**

It is within the above framework that international cooperation and assistance could play an important role as vehicle and facilitator of change. TEMPUS proved to be a valuable, well timed and properly targeted assistance programme among the other international schemes. They are welcomed especially in a period when internal resources and driving forces are still weak in the emerging democracies. TEMPUS has, among other things:

- helped to re-establish and develop institutional and personal contacts between various European educational institutes;
- raised the level of information and awareness of the participants about the problems of higher education and their potential solutions;

- speeded up institutional strategic planning, curricular reforms and retraining;
- motivated teachers as well as professors to learn languages and other cultures by providing them with the possibility of visiting abroad and thus contributing to the diffusion of new cultural values.

The potential areas of international cooperation can be grouped into partly overlapping classes as follows:

- institution building and development,
- assistance in regular and postgraduate education and training,
- internships and other forms of bridging the gap between abstract knowledge and practice.

It would be useful to discuss how various areas and forms proved to be successful or difficult in the light of the experience gathered through TEMPUS projects during the first two years. Therefore a more detailed list is provided in the Annexe to facilitate discussion.



## ANNEXE

### AREAS OF INTERNATIONAL COOPERATION

#### 1. Institution building and development

The type and amount of support would vary from one institution to another, but in general it can take the following forms:

- consulting provided by foreign experts on organisational matters (such as institutional development strategies, administrative and financial management of universities, development of special training programmes, building up company support, alumni associations, public relations, etc.);
- upgrading the knowledge and skills of middle aged or younger professors (short-term research and consulting study tours);
- visiting foreign professors for various periods;
- complementary training, pre- and postdoctoral fellowships for young incoming professors;
- cooperation in research;
- assistance in foreign language training of both staff and students;
- assistance in setting up full foreign language degree programmes;
- transfer of teaching programmes and teaching materials (including textbooks, case studies, video tapes, etc.);
- transfer of teaching technology and know-how (e.g. skill development techniques, project design, student assessment);
- technical and financial assistance (e.g. PCs, computer software, videos, Xerox and fax machines, expanding physical capacities, etc.).

#### 2. Assistance in training and education

Apart from and in addition to the various assistance schemes outlined above:

- scholarships allowing for part-time studies abroad;
- various forms of summer programmes (camps, internships, courses) to help increase student's levels of proficiency in foreign languages;

- joint (international) diploma and degree programmes;
- part-time specialised degree programmes for university/college graduates;
- full or part-time graduate level programmes for college graduates;
- regular doctoral programmes are being developed to replace the existing one, which do not require course work.

As a basic rule, jointly designed, international "sandwich programmes" are far preferred to other solutions.

### **3. Other forms**

Apart from their regular or part-time degree programmes most institutions are involved in other types of education. From the point of view of international cooperation, the activities that follow are of special interest:

- various types of short (e.g. general or specialised executive and manager) development programmes;
- distance education to replace less effective evening and correspondence courses;
- assistance with regional rehabilitation programmes;
- reorientation and rebuilding public administration at both national and regional (local) level;
- upgrading consulting skills, especially the process of combining consulting with training;
- placing Central/Eastern European students for internship into Western firms;
- strengthening the University management and administration system and procedures to maintain closer ties with industry.

## **REPORT: WORKING GROUP I**

### **Role of higher education in transition to market economy and industrial restructuring**

*Chairman: Harry L. BECKERS, Former Group Research Coordinator Shell International and Chairman of IRDAC*

*Rapporteur: Ernő ZALAI, Professor of Economics and former Vice-Rector of Budapest University of Economic Sciences*

From the beginning, it was agreed that the term "industry" would refer to a wide range of economic activities, agriculture, transport, medical care etc.

The Rapporteur highlighted the main issues to be discussed from amongst those that had been outlined in the discussion paper distributed. A wide set of issues related to the state of higher education in Central/Eastern Europe had been identified, as had the need for reform of the system. Tentative suggestions as to the possible direction reform might take had been made and the role of higher education in the transition process from a centrally-planned to a mixed-market economy had been mentioned.

Directly related to the main theme of the working group were the following observations:

- the higher education system in Central/Eastern Europe was firmly rooted in the European culture and tradition and this heritage could not be destroyed by the communist era, despite the considerable damage that had been done;
- the past forty years in the West have witnessed a rapid increase in enrolment in higher education. Technological progress and market competition have accelerated during the last two decades. As a result of constant attempts to adjust to these changes, higher education in the West has become a diversified, mass education system, but not an "ideal and universal model";
- in contrast, during the same period, higher education in Central/Eastern Europe has been quantitatively and qualitatively lagging behind, mainly because of the acute lack of need and resources for change and innovation in the communist system. The pre-war structure of higher education has been conserved and made into an even more hierarchical system. Teaching and research has become more and more detached from practice and has suffered from a lack of proper autonomy and assessment;



- as a result, the higher education system in Central/Eastern Europe faces now an accumulated and prolonged need to reform itself according to the functioning of modern market economies. The main problems to be solved are universal (they have been present in the West as well, perhaps in a less acute form);
- in the short run, higher education can and has to play a larger role in helping the process of transition. In the longer run, however, the reform and development of higher education and the economy will be closely interdependent, mutually reinforcing processes;
- in addressing the problems of how to increase student numbers; how to reform the institutional and grade structure; how to increase autonomy and social accountability; how to reform curricula, internal structures and management; how to develop closer links with industry and society, those involved in the process of change can benefit a lot from studying Western experience and from cooperation with Western universities and industries;
- TEMPUS has therefore proven to be an extremely valuable, well-timed and properly targeted programme to facilitate and motivate international cooperation between universities in the West and Central/Eastern Europe, and to assist thereby the development of new and innovative structures. The first two years of its existence have produced many very successful Joint European Projects (JEPs) and the continuation of the programme is vital for the further development of the region.

The discussion paper had also included a list of areas of international cooperation that could be used to organise evaluation of JEPs.

The major findings of the discussion paper were supported and many practical issues concerning university/industry cooperation and the role of TEMPUS in improving it were raised. The salient points and recommendations emerging from the discussion are as follows:

1. The main roles of higher education with respect to its relation to industry are:
  - first and foremost, to produce skilled manpower for industry;
  - to facilitate the development of knowledge through conducting innovative research;
  - to provide national and international forums for the exchange of information;
  - to help enterprises in continuous reform of their work.
2. In order to better fulfil the above roles in Central/Eastern Europe, TEMPUS activities should assist in:
  - confidence building;
  - updating and re-training faculty;
  - developing new curricula and teaching materials;
  - developing appropriate infrastructures (computers, libraries);
  - establishing links with industry.

3. Priority should be given to the following areas:

- the development of appropriate interfaces between institutes of higher education and industry, especially in the areas of business administration and engineering, in order to switch from "supply-led" to "demand-driven" education and training;
- strengthening the basis of training the middle-level engineering and management specialists who provide the backbone of a market economy. Special attention should be given to small- and medium-sized enterprises;
- the development of efficient forms of continuing (life-long) education, in close cooperation with industry. There is a need in both Western and Eastern Europe to develop facilities for training and re-training within enterprises.

In assessing projects and setting priorities the key words which should be used are: infrastructure, information, innovation.

TEMPUS should encourage and give priority to JEPs that have enterprise participation and that help to establish links between enterprises in the West and East.

Although TEMPUS should not support research per se, it should not be restrictive on applied research, which is a vital and intrinsic component of renewing teaching and training in most cases. Training through research should be given special consideration.

4. More general recommendations concerning TEMPUS activities were made also:

- in order to avoid parallelism and to help spread new findings gained from TEMPUS projects, various ways to facilitate coordination and dialogue and to improve cooperation between JEPs should be considered. The EC TEMPUS Office, the National TEMPUS Offices and universities should pay more attention to information dissemination and to organising joint workshops;
- to help to restore intra-regional cooperation in Central and Eastern Europe and mutual understanding, TEMPUS should encourage and motivate regional projects;
- further effort is needed to transfer increasingly the role of project coordination to institutions in Central and Eastern Europe;
- TEMPUS should help by all possible means to provide incentives for the best professors to stay in higher education, to counterbalance the internal and external "brain-drain" tendencies;
- the size of a project is less important than the fact that it is a good project;
- there were suggestions that the EC TEMPUS Office might help institutions to find appropriate partners for JEPs;

- finally, a paper containing around 150 suggestions for improving TEMPUS activities, prepared following a brainstorming session organised by the University of Southampton and sponsored by IBM and SEFI, is submitted independently.

— *Working Group no.II* —

**INTRODUCTORY DISCUSSION PAPER**

**THE ROLE OF HIGHER EDUCATION IN  
THE RENEWAL OF THE EDUCATION AND  
TRAINING SYSTEM AS A WHOLE**

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**Chairman: Jan PISUT**  
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Republic

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## **INTRODUCTION**

Attempts at reforming education systems are under way in most Central/Eastern European countries. New education laws establishing the legal framework to operate these systems have been or are about to be adopted. Innovative thinking is taking place and co-operation with the West has made a significant start.

The impact of these efforts is, however, jeopardised by extremely severe public budget constraints, often causing cuts in education expenditure. Inadequate maintenance of school buildings, lack of funds for acquisition of teaching/learning equipment and, above all, low salaries for teachers and other staff are commonplace. Within the education sector, higher education is in direct competition with primary and secondary education for public finance.

Under such difficult circumstances, there is no point in proposing a radical overhaul of higher education systems which would stand little chance of being implemented. Progress will come from steady efforts aimed at restructuring those systems internally, mobilising existing, but sometimes misused, resources, and providing incentives to influence the behaviour of the various participants (teachers, students, industry, educational administrations, etc.).

The purpose of this paper is to highlight the contribution of higher education to the restructuring and reform of the other sectors of the education and training systems in Central/Eastern Europe. It is organised around the four following key issues:

- (i) improving the connection between secondary and higher education,
- (ii) developing the teacher training function of higher education,
- (iii) strengthening the contribution of higher education to curriculum development at the secondary and primary levels, and
- (iv) promoting continuing education within higher education.

This paper is concerned mainly with assessing the present situation and problems in each of these areas. Possible solutions are suggested at the end of each section.

## **I. IMPROVING THE CONNECTION BETWEEN SECONDARY AND HIGHER EDUCATION**

### **(i) The overall connection**

Under the communist regime, the supply of places in higher education was guided by two principles: i) political - the recruitment of a loyal and obedient stratum of "intellectual cadres" and ii) economic - development of a pool of high-level specialists for state enterprises. This latter criterion was interpreted rather restrictively and was heavily biased towards the science and engineering fields. Little consideration was given to social demand, i.e. the need to provide the majority of secondary school diploma holders with opportunities to pursue their studies at the higher education level.

Most Central/Eastern European countries have, therefore, inherited from the past undersized higher education systems where only a small proportion of qualified secondary school-leavers can be accommodated. In Czechoslovakia, the Soviet Union and Poland, the proportion of secondary school leavers entering higher education hovers around 50%, as compared to 70-90% in Western European countries. This situation represents a waste of valuable human resources and contributes to jeopardising one of the most important objectives of secondary education, that is to prepare students for entry into higher education.

In the coming years, the restructuring of secondary education - planned or already under way - will inevitably result in increased participation rates for the 18-19 age group. The pool of young people reaching the secondary education diploma, in the general or technical streams, will be larger and pressure for entry into higher education will rise.

At present, higher education systems in Central/Eastern Europe are ill-equipped to deal with massive increases in the number of applicants. Provision for undergraduate education needs to be developed and restructured to cope with the needs and expectations of secondary school diploma holders.

### **(ii) The restructuring of secondary education**

The restructuring of secondary education is on the agenda of education ministries in various Central/Eastern European countries, notably Poland, Hungary and Czechoslovakia. Present debates focus on the length and content of compulsory/comprehensive schooling, the relevance of the present divide between general, technical and vocational streams at the upper-secondary level and the relative importance to be given to vocational education.

All these countries have inherited from their communist past uniform basic schooling lasting between eight years, as in Czechoslovakia (later extended to nine years), and ten years in the former East Germany, and diversified upper-secondary education with two streams - general and technical - leading to the secondary school diploma required for access to higher education, and a third, vocational stream leading to skilled worker qualifications. In many respects, these structures are very similar to those of most Western education systems, notably in Scandinavian countries, the United Kingdom, Italy, France and Spain. But because basic schools were used to impose state monopoly in education and to inculcate communist ideology, their future is now open to question. Discussions are taking place about a possible shortening of basic schooling and restoration of the traditional eight-year "gymnasium" as the main structure for secondary education. Experiments along those lines are already under way in Hungary and Czechoslovakia. In the republics of the former Soviet Union, experiments with differentiation of lower secondary schools are also taking place although the nine-grade basic school still forms the backbone of primary education.

Another legacy of the communist past is the oversized short vocational stream leading to skilled worker qualifications, enrolling up to 50% of the total number of students in secondary education in some countries (Poland and Czechoslovakia). As a result the general and technical stream leading to secondary school diplomas and, sometimes, to technician qualifications followed a restrictive growth path, leading to an under-supply of secondary school diploma holders.

It is likely that present efforts to restructure secondary education will lead to a strengthening of the general and technical streams resulting in significant increases in the number of students holding secondary school diplomas and/or technician qualifications. In some countries, i.e. Hungary, Czechoslovakia and Poland, technical secondary schools already offer this "double qualification" and are considered as suitable preparation for entry into higher education. In other countries, graduates from technical secondary education are often ill-equipped to pursue long university courses, either because their achievements in general subjects are on average lower than those of graduates from general secondary education, or because of the over-specialisation of the curriculum. In any case, one may assume that the number of graduates from secondary schools - whether general or technical - will rise in the near future and that they will increasingly apply for entry into higher education.

### **(iii) Providing higher education opportunities for diploma holders from general and technical secondary education**

Higher education should be in a position to provide appropriate opportunities to the rising and increasingly differentiated population of secondary school diploma holders. For many of them, so-called short-cycle higher education might be the most appropriate form of further study and training. In this connection, Western experience shows that short courses lasting two or three years in areas such as engineering and business studies are highly appreciated by secondary school diploma holders.



Graduates from such courses have no difficulty finding jobs as middle-level technicians and managers, whether in industry or services.

Central/Eastern higher education systems differ widely with regard to the provision of short-cycle higher education. In some countries (Bulgaria, Hungary, Romania, Yugoslavia) such courses do exist and are considered as part of the post-secondary education system. In others (Czechoslovakia and, to some extent, Poland), there are no or few adequate structures to provide short-courses within higher education, although the emergence of private schools/universities/institutes specialised in these fields such as computing or business studies illustrates the existence of significant training needs in these areas.

To conclude, Central/Eastern higher education systems would contribute to the renewal of secondary education by ensuring a better connection with post-secondary education. To achieve this, an enlarged and more diversified system of undergraduate higher education, including both traditional university courses and short, more vocationally oriented higher education is required. No attempt will be made here to set quantitative targets for those countries. But if they want to catch up with Western Europe, it will be sufficient to mention that, in those countries, between 20 and 40% of the 18-19 age group has access to higher education and that the proportion of first-year students enrolled in short-cycle, vocationally oriented higher education ranges between 20 and 50 % of all first-year students.

## **II. DEVELOPING THE TEACHER TRAINING FUNCTION OF HIGHER EDUCATION**

One of the key factors in bringing about change in education, at any level, is the willingness and ability of teachers to be agents of change. A well-trained and highly motivated teaching force is, therefore, required to overcome present shortcomings. In most Central/Eastern countries, the situation is far from satisfactory in this respect because the social status of teachers has deteriorated steadily under the communist regime and does not compare well with that of other professionals. Their remuneration is low by any standards and deteriorating even further in countries facing budget cuts, forcing many of them to look for additional income from private lessons, sometimes at the expense of their official conditions of service. As a result, it is difficult, if not impossible, to attract young and talented people to revitalise an ageing teaching profession. It is no wonder that, under those circumstances, submissiveness to old teaching practices and obsolete curricula is high and motivations for change are low.

It is fair to say that solving those problems goes far beyond the realm of higher education, whose responsibilities are limited to the development and improvement of teacher education, both pre-service and in-service. But this is a crucial contribution to the renewal of the education system as a whole. The following areas have been identified as areas for action and new initiatives.

**(i) Inadequate provision in specific fields**

Foreign languages and technical subjects are two domains where teachers are in short supply. The training or retraining of humanities teachers is another area for concern:

- The problem of **foreign language teachers** in Central/Eastern Europe has been spelled out in a number of reports and policy documents. In a nutshell, there are too many teachers of Russian - and this is due to the former obligation to learn Russian as a first foreign language in secondary schools - and not enough teachers of Western European languages. Crash teacher training programmes have been set up at the post-secondary level in Poland and Hungary, often with the support of bilateral co-operation agencies. In some cases, those programmes are implemented within universities, but in many other instances new institutions outside universities have been set up for this purpose. Efforts to modernise teaching methods are also under way but the contribution from universities to those efforts needs to be more clearly spelled out and strengthened. Overall, it seems that the university response to the shortage of foreign language teachers has not been sufficient to meet immediate needs, although some interesting initiatives are underway: see insert on page 58.
- **Technical subject teachers:** the qualifications of technical subject teachers in secondary schools are on average lower than those of general subject teachers. Some of them do hold a full university degree, in engineering for instance, and have the desired industrial experience, but many of them have lower qualifications. In the coming years, the restructuring of technical secondary education and the development of new, more broadly based curricula in selected occupational fields will require improvements and reforms in the training of technical subject teachers. Higher education is expected to play a key part in implementing this process, especially in fields such as engineering and business studies.

**ESTABLISHING A NEW FACULTY OF  
TEACHER TRAINING AT VESZPREM UNIVERSITY**

**(JEP 1667-91)**

The objectives of this TEMPUS Joint European Project are to create a Centre of Excellence in Teacher Training in Hungary. The main activities are:

- (a) A mobility programme which will allow Hungarian staff and students to receive training in Britain, Germany and Greece and so improve their language and communication skills and upgrade their knowledge of the most advanced content and approaches to initial teacher training. Western students will have the opportunity to study in Hungary.
- (b) The introduction of new courses with specialist subjects which meet real local needs e.g. English and German language, Action Enquiry Pedagogy, Science, Design Technology and Information Technology.
- (c) A staff seminar series to discuss curriculum development resources management, assessment, academic and administrative aspects of higher education.

Participating organisations:

Pädagogische Hochschule Freiburg (D),  
University of Crete (GR) and the  
Nottingham Polytechnic (UK) as coordinator.

- **The training of humanities teachers** in secondary schools is also a matter of concern in various countries. Significant curricular changes are in order here, both because humanities were particularly infiltrated by the ideology of the past, but also to restore a balance heavily biased towards maths and science. The teaching of the mother tongue (including in some cases minority languages), civics and history has to be renovated and made more effective. New areas such as communications, relationships between man and society, also need to be accommodated, bringing about a recomposition of the curriculum along interdisciplinary lines.

The case of Hungary - the only Central/Eastern European country which participated in International Evaluation of Educational Achievement (IEA) studies in the past - can be used to illustrate the point. According to those studies, Hungarian students fare well on an international achievement scale in maths and science, but poorly in reading comprehension and language skills. It is essential that higher education should participate actively in the definition of new curricula in this area and in the training and retraining of humanities teachers. Whether higher education systems, which are sometimes very rigidly structured in disciplinary, and sometimes sub-disciplinary, fields, is well prepared to contribute to an interdisciplinary approach towards humanities in secondary schools is still an open question.

### **(ii) Changes in the content of teacher training**

To cope with new demands made on teachers by recent or future reforms in education, three important changes in current teacher training practices have been identified:

**Teaching autonomy to teachers:** teachers in Central/Eastern Europe are accustomed to following very detailed and centrally determined regulations concerning the organisation of classroom work, the content and sequencing of syllabi and the assessment of achievements. These practices have led to an unusual degree of "uniformity" - the so-called "socialist uniformity" - among schools. In reaction to this situation, most recent education laws do give teachers significant freedom to organise their work in a more autonomous way, but this new freedom is apparently running up against deeply ingrained habits and, according to many observers, is not actually used by teachers.

What might teacher training do to develop autonomy and initiative among teachers, encourage the questioning of present practices and foster the search for alternative behaviour? Developing a new "culture" among teachers is indeed a major challenge which has to be met in one way or another by higher education. Strengthening research on education, developing didactic in key disciplines and above all, exposing teachers to innovative classroom practices are possible ways to foster new behaviour patterns among teachers: see insert on page 60.

## DEVELOPING SCHOOLS FOR DEMOCRACY IN EUROPE

(JEP -1477-91)

The aim of this TEMPUS Joint European Project is to develop a new training partnership appropriate to the evolution of responsibility which is common phenomenon in educational management across Europe. Training for school processes conducive to a democratic society is included in the following areas:

- (1) teacher-pupil relationships;
- (2) teachers' professional work relationships;
- (3) decision-making in schools;
- (4) home-school policy and practice;
- (5) school-community interaction;
- (6) transition to employment;
- (7) school practice and human rights;
- (8) school climate and equal opportunities.

The following organisations, coordinated by the University of Oxford (UK), participate in the project:

Katholieke Universiteit Leuven (B),  
Masaryk University Brno (CSFR) and the  
Jagiellonian University (PL).

- **Interdisciplinary teacher training:** the present style of teaching in schools is often based on an encyclopaedic approach and over-specialisation. Teachers mostly teach one subject only and few attempts are made to promote an interdisciplinary approach. Single subject teaching training is not only inappropriate in the case of humanities as mentioned earlier, but also in the case of science which tends to be fragmented into specific subjects such as physics, chemistry, biology and maths, with little attention devoted to an integrated science curriculum.

The over-specialisation of teacher training which concentrates on the mastery of a single subject at the expense of exposure to related fields, leads to difficulties in working out school schedules, to overloaded syllabi and, even more important, to a waste of financial resources as a result of high staffing rates in schools.

Higher education systems in Central/Eastern Europe would contribute greatly to the renewal of secondary schools by working out new, more interdisciplinary, patterns of teacher training.

- **Education management:** this is an area where the needs are important and growing as a result of the trend towards decentralisation in education administration. As new tasks and functions are given to school establishments and local school administration, new skills and abilities will be required from school headmasters and administrators. These skills include, for instance, the ability to operate on a global budget basis, to forge links with the local community and to enter into contractual agreements with non school bodies. At present, there is little provision for school management training, if any. This is, indeed, an area where higher education might step in, thus contributing to the much-needed strengthening of education administration at the primary and secondary level.

### **III STRENGTHENING THE CONTRIBUTION OF HIGHER EDUCATION TO CURRICULUM DEVELOPMENT**

In many Central/Eastern European countries, efforts are under way to develop new curricula in primary and secondary schools. These efforts take place within the framework of a general trend towards "diversity" in reaction to the "uniformity" of socialist schools. They consist of a mix of initiatives aimed at "purifying" the specific subjects most prone to indoctrination such as history and civics, modernising obsolete syllabi to incorporate Western materials and perspectives, or preparing the ground for a return to the "traditional" curricula used in pre-socialist, elite secondary schools. Plans proposing curricular changes in various subjects are drafted and submitted to public discussion. New institutional arrangements to develop and modernise curricula are in the process of being established.

A major feature of present curriculum policy is that it should enhance the autonomy of teachers, schools and pupils, thus supporting the overall "liberalisation" and "diversification" of education systems. In this context, diversity means taking into account not only local circumstances, but also the specific curriculum needs of ethnic and linguistic minorities, not to mention religious divisions.

In Hungary and Czechoslovakia where these discussions are most advanced, they have given rise to some educational controversies concerning, for instance, the use of minority languages as the language of instruction or the representation of minorities in history books. Clearly, one way out of this dilemma is to adopt a national core curriculum for basic schooling with locally based choices to reconcile cultural distinctiveness with national unity.

Very closely linked with curriculum development is the issue of assessment of school performance (examinations) and textbooks. The objective of the former is to guarantee the value of educational achievements and to ensure the coherence of the system nation-wide. Creating a market for textbooks is a way to ensure that "diversity" reaches actual classroom practice.

**(i) Needs for new curricula**

Following the change in political regime, school curricula are now outdated in some key disciplines, such as civic education, history and social sciences. They need to be developed in others, i.e. Western languages, or modernised in the case of science education, where there is a need to scrutinise the approach adopted so far and to expose Central/Eastern curricula to Western practice: see insert below.

In connection with the need for an interdisciplinary approach to curricula, it is worth quoting the efforts made in Hungary to systematise ten educational areas for the core curriculum of compulsory schooling as follows: Education for communication, Mathematics, Foreign languages, Social studies, Man and Society, Natural sciences, Computer science, Technology/design, Home economics, Arts, Physical culture and sports.

**RESTRUCTURING THE SCIENCE CURRICULUM IN  
PRIMARY EDUCATION IN SLOVENIA**

**(JEP -2204-91)**

The objectives of this TEMPUS Joint European Project are the following:

- restructuring of primary science curriculum in Slovenia to the European standards,
- transfer of educational know-how among partners,
- development and transfer of teaching materials,
- adaptation of teaching aids for the schools,
- designing and equipping of teaching so laboratories for pre-service and in-service teacher education,
- development and exchanges of the teaching materials used for the teacher education in science and methodology of science teaching.

The project is coordinated by the University of Ljubljana. Participating organisations are:

Universität Fridericiana Karlsruhe (D),  
National Institute for Curriculum Development (NL) and the  
King's College London (UK).

In technical secondary education, curricula are over-specialised as a result of narrowly defined job profiles and specifications. The transition to a market economy actually requires more broadly based training and qualifications. In this connection, Western European evidence suggests that curricula should be based on the concept of occupational "clusters", "families" or "profiles", with not more than 20 or 25 of those families being needed to cover the whole spectrum of occupations in the economy. Moreover, present attempts made in Central/Eastern European countries to modernise vocational qualifications and curricula should be brought in line with the efforts made by EC countries over the past ten years to establish a correspondence among vocational qualifications in different countries.

Other curricular changes in secondary schools may be needed to ensure coherence between the knowledge acquired in schools and the content of courses in higher education. More broadly speaking, the search for a better preparation of secondary school students should be a matter of concern for higher education authorities.

#### **(ii) The contribution of higher education to the curriculum development process**

Developing new curricula is always a difficult process. First, it requires the co-operation of numerous bodies inside the ministry of education (inspectorate, specialists from each disciplinary field, teachers' unions....) and outside (other ministries, representatives of employers in each occupational area in the case of technical subjects, etc.). Second, the drafting of new curricula usually raises new and difficult questions regarding examinations and quality of education. And third, it often implies innovations in teaching methods, the production of new textbooks and initiatives to retrain teachers. The contribution of higher education to this process can be activated through the participation of specialists from universities in all stages of the process, namely:

- drafting of new curriculum plans by teams or commissions appointed by the ministry of education,
- field testing of new curricula in schools,
- promotion of new curricula among teachers via in-service training courses,
- elaboration of new teaching materials, including textbooks, to support new curricula: see insert on page 64.

Many observers are sceptical about the possible contribution of higher education to the development of new curricula for primary and secondary schools, arguing that it is structured along too specialised disciplinary lines to be of help in redefining broadly based curricula for primary and secondary education. It is, actually, quite possible that the emphasis on specialised training, which is prominent in many Central/Eastern European universities, does not provide a very favourable terrain for the "generalist"



approach that is now called for. There is also a real danger that Central/Eastern European universities, caught in their own process of reorganisation and restructuring, may adopt an inward-looking attitude and stay away from the process of curricular reform.

**REDESIGNING TRAINING MATERIALS FOR  
PRIMARY TEACHER TRAINING IN POLAND**

**(JEP 2245-91)**

The purpose of this TEMPUS Joint European Project is to design new modules of study for students in initial teacher education and to produce new teaching materials for primary schools in Poland. A mobility programme for teachers and students is included.

The following organisations, coordinated by the University of Bradford and Ilkley Community College (UK), participate in the project:

Pedagogisch Technische Hoogeschool Eindhoven (NL),  
Rijksuniversiteit Utrecht (NL),  
Ministry of National Education, Warsaw (PL) and the  
University of Warsaw (PL).

The extent to which higher education actually contributes to the on-going curriculum development process for primary and secondary schools is difficult to assess. For the time being, the most promising initiatives come from ad hoc expert groups, consisting of high level academics appointed by ministries of education, sometimes in connection with foreign financial assistance. In most countries, these groups have not yet been transformed into permanent structures where curriculum development would take place on a revolving basis and the participation of universities has not yet been clearly spelled out.

In various Central/Eastern European countries, research in education is in the process of reorganisation. Some existing institutes of education linked with past ideology have been disbanded, others are going through a phase of staff reduction. New capacity is being created but financial constraints are a problem and links with universities are not firmly established.

#### **IV. PROMOTING CONTINUING EDUCATION WITHIN HIGHER EDUCATION**

In the West continuing education is very much organised along market lines with a wide variety of providers (employers' organisations, training associations, unions, local governments, etc.) trying to give appropriate responses to an even greater variety of training needs. Universities and higher education institutions have succeeded in getting a share of this market and continuing education now accounts for a significant source of their income. But they are by no means the sole "player" in this area, and have to compete with other, public and private, bodies. The EC Memorandum on Higher Education in the European Community pledges a firm commitment of higher education institutions to continuing education "in order to secure adequate standards of continuing education, properly linked to initial training and interactive with research and with the latest developments in the disciplines concerned".

In Central/Eastern Europe, the needs for continuing education are developing rapidly in connection with economic restructuring and technological renewal. Both the transition to a market economy and the upgrading of production techniques and standards require broad programmes to retrain the workforce: see insert page 60.

#### **TEMPUS ENDOSCOPIA IN THE CSFR**

**(JEP -1259-91)**

The objective of this TEMPUS Joint European Project is to spread the practice of endoscopy to treat digestive illnesses in hospitals in Praha, Brno and Bratislava. The following activities are foreseen:

- (i) in-service training for hospital doctors and provision of modern technology.
- (ii) Broadcasting of video packages related to ENDOSCOPIA via satellites in Czech universities.

Five universities and two medical association in the CSFR participate in this project which is coordinated by the university of Nancy (F).

Among many possible initiatives, retraining the existing teaching force through a wide variety of refresher courses connected with the introduction of new curricula and other programmes might be a major objective for continuing education in higher education. In taking such responsibilities, higher education institutions would certainly contribute to the renewal of primary and secondary education and to the overall cohesion of the education and training system.

The commitment of higher education to the continuing education of teachers would require that certain conditions be met, namely:

- creating awareness of the importance of continuing education among the academic staff,
- establishing appropriate incentives and support policies to encourage universities to respond to teacher training needs expressed by educational authorities;
- setting up flexible delivery of courses as well as modular structures of studies that fit continuing education requirements;
- adapting academic structures to the characteristics of the teaching population in terms of availability, classroom situations and initial training.

According to many observers, meeting these requirements may put heavy organisational stress on higher education institutions which are presently ill-equipped to provide continuing education. In most Central/Eastern European countries, the "market" for continuing education hardly exists and has still to be created. The retraining of the teaching force does provide a suitable opportunity for a significant entry of higher education into the business of continuing education.

### **Conclusions: priorities for foreign assistance**

The foregoing considerations show that higher education is expected to play a significant part in the renewal of the other sectors of the education system. The four areas identified in this paper are indeed of crucial importance for the future development of those systems. It is not clear, though, that higher education systems, themselves involved in a restructuring process, will be willing to and capable of fulfilling this service function to the other sectors that is required from them. Inward-looking attitudes, a strong - and understandable - concern for their own survival, and perhaps also limited capabilities may actually lead higher education institutions to look after themselves first, at the expense of other, less rewarding development tasks. Being at the apex of the education system, higher education cannot ignore what is happening at the earlier stages in primary and secondary education. Helping higher education institutions to build up their capacity to intervene in those areas in co-operation with education ministries and other relevant bodies, and creating appropriate incentives to encourage academics to take initiatives in this direction, should be a priority for foreign assistance.

## **REPORT: WORKING GROUP II**

### **Role of higher education in renewal of the education and training system as a whole**

*Chairman: Jan PISUT, Former Minister of Education, Youth and Sport of the Slovak Republic & Professor of Physics, Comenius University*

*Rapporteur: Jean-Pierre JALLADE, Director of the European Institute of Education and Social Policy, Paris*

Our conclusions can be grouped under four items.

The first question we tackled was the following: is it possible to increase the capacity of a higher education system so that more secondary school-leavers can have access to it and, with a view to doing that, is it possible to diversify higher education, while including, perhaps, short-cycle courses? The idea of short-cycle courses generated no great enthusiasm in the working group. Many participants referred to the high rate of unemployment among graduates of these courses. It was pointed out that the situation in Central and Eastern Europe is such that it is not really the moment to think of quantitative growth for universities. Others suggested that economic growth should initially take priority over higher education growth. Low salaries of higher education teachers in Central and Eastern Europe were identified as a break on the expansion and diversification of higher education.

It appears that very specific action is being undertaken with the aim of co-ordinating initiatives in the field of non-university short-cycle training. Various TEMPUS project coordinators referred to activities in the areas of the training of nurses and in foreign language training. Mention was made of the reticence of universities to support such activities.

It was also mentioned that demand from students for higher education will increase in the coming years. In the past, salaries of graduates were insufficient to be an incentive to people to go to university. Now, a university degree is beginning to be seen as an investment. In the private sector, many companies are prepared to pay a higher price for highly-qualified manpower. Moreover, outside the larger towns and cities where there is already a university infrastructure, smaller towns in Central and Eastern Europe are expressing some demand for higher education institutions.

From this, we formulated the following recommendations:

- make people aware of the need for higher education diversification and for short-cycle vocational or professional schools;
- follow up existing bilateral initiatives in the area of the development of non-university short-cycle higher education and ensure that TEMPUS activities complement them;
- select subject areas for action where there is clear economic demand (e.g., computer science, tourism, foreign languages).

The second issue under discussion was the extent to which higher education contribute to major reforms of the educational system as a whole? TEMPUS projects sometimes have as their objective teacher training or reform of curricula in primary and secondary schools. Some projects hope to change teachers' attitudes. Others are more concerned with the transfer of teaching material from West to East. Reference was made to the difficulties of organising teaching practice; the idea of sending trainee teachers to do placements with companies in Western Europe is apparently attractive but problematic to organise. In Eastern Europe, neither companies nor business organisations like chambers of commerce are particularly inclined to get involved in teacher training.

It was the view of the working group that action in this area has preceded major policy decisions. TEMPUS projects were no doubt valuable in this respect but it was suggested that a lot more needed to be done at post-graduate level. Similarly, the group called for Community action in the area of research (not covered by TEMPUS) and more coordination between the Task Force for Human Resources and Directorate-Generals XII and XIII.

The third issue was how could higher education be encouraged to pay more attention to continuing education ? This, I think, was the topic which generated the most interest. Distance learning was mentioned as a back-up to continuing education. Stress was put on continuing education for higher education teaching staff as much as for secondary school teachers. It was explained that under the communist regime, continuing education had received a bad press, as it had been seen as a tool in the hands of the authorities rather than a valid pedagogical instrument. The idea was mooted that industry should get involved in continuing education projects, even though it was realised that this might be difficult to organise on a trans-national level.

The main recommendation in this field was that TEMPUS should concentrate on projects aimed at developing the capacity of universities in Central and Eastern Europe to undertake continuing education activities.

In conclusion, some general recommendations for the TEMPUS programme were made:

- some project coordinators said that they felt isolated, that there was not enough information circulating systematically at either national or European level on the results of projects. Lessons learnt through project management should be generalised. Mention was made of a Guide to Good Practice which is being prepared by the German TEMPUS Contact Point. That will perhaps provide a model to be followed;
- a long-term evaluation of the impact of TEMPUS projects should be carried out. This would be different from assessment of the programme itself.



## **ADDITION TO REPORT WORKING GROUP II**

*Jan PISUT, Chairman*

The discussion in Group II has been very well summarised by Jean-Pierre Jallade. Thanks to his efforts, I can restrict myself to a few brief comments.

The activities within the TEMPUS programme have been highly appreciated in participating countries. The programme has had a rather simple and efficient management structure and has contributed very much to the internationalisation of research and education in eligible countries. Although I have no detailed statistics, I am convinced from my experience that in our countries the quality of education increases significantly with the level of internationalisation.

TEMPUS is a programme covering a rather broad spectrum of institutions, issues and scientific and educational problems. Because of that writing a report on its impact and evaluating it will be much more difficult than, say, writing about a programme the goal of which is to send a rocket to the moon. In the latter case the goal is very clearly defined. Still, it is desirable to have an analysis of successful examples of TEMPUS projects and on that basis, also recommendations for future projects.

Topics we have discussed overlapped to some extent with those covered by Group I. When discussing the improvement of post-graduate (doctoral) education, it was stressed that projects with a strong element of regional cooperation should be supported. The OECD report on the Czechoslovak higher education was positively evaluated in the discussion and it was recommended that such evaluations should also be effected in other Central and Eastern European countries. I believe that these evaluations are very important and even if the recommendations of the OECD experts contain some elements already known in the country, it is still useful for them to be stated by independent experts from outside, because, as the saying goes, nobody is a prophet in his own country.





— *Working Group no.III* —

**INTRODUCTORY DISCUSSION PAPER**

**THE ROLE OF HIGHER EDUCATION IN TRANSITION  
TO POLITICAL DEMOCRACY AND PLURALISTIC  
SOCIETY: NEW SITUATION OF HIGHER  
EDUCATION IN SOCIETY**

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-

## **INTRODUCTION**

In approximately the preceding four decades, higher education in Eastern/Central Europe had been under utilitarian pressures in two respects: higher education was expected to reinforce the dominant ideology, and research, as well as teaching, was strongly geared to presumed demands. Therefore, the transition towards a democratic society should, it was hoped, bring about more freedom for the pursuit of knowledge for its own sake, for critical thinking, for open and creative thinking which might eventually turn out to be useful for the expansion of those disciplines, notably of the humanities, turning out graduates whose skills are not ready-made for professions, and lastly for the reform of socio-political disciplines which might create the professional basis of a democratic society.

In the process of transformation from planned economies to market-oriented democratic societies, higher education in Eastern/Central European countries is confronted with the task of serving changed economic and social demands. Given the difficult nature of the transformation as such and the need to catch up with the West economically, the utilitarian pressures seemed to have changed direction, but not so much their intensity. There are obviously two contrasting risks involved under these conditions. Either institutions of higher education might isolate themselves from the immediate pressures in terms of training needs and research which would eventually support economic recovery. Or, they might be caught up in these pressures to such an extent that hardly any room is left for any long-term perspective of economic and social innovation nor for contributions to a new socio-political culture.

Many experts agree that higher education in Eastern/Central European countries can contribute significantly to the transition to a political democracy and pluralistic society in five respects:

- (i) fostering an academic culture which serves as a model for a democratic and pluralist culture,
- (ii) expanding and improving disciplines which, though not geared to immediate technological, economic and social demands, play an important role in reinforcing a broad cultural base,

Whereas these two ways might be considered as 'indirect' contributions, three potential 'direct' contributions should be taken into account as well:

- (iii) improving the knowledge base and teaching in those disciplines which directly address socio-political issues,
- (iv) 'teaching democracy',
- (v) providing direct public services for the cultural and political life of community and society.

In order to ensure that not only lip-service is paid to these ambitious and important goals under pressure from the prevailing economic and political circumstances, cogent concepts are required as regards the respective role of higher education and the activities to be promoted. In addition, a thorough analysis of obstacles is necessary, as well as of way of implementing the required changes. This should include the potential role of international co-operation. Therefore, each of the five themes mentioned above might even be checked according to the following questions:

- a) What is the legacy of the preceding four decades ? What should be put right, and what potential remains or is emerging for supporting the transition of the system into a democratic and pluralistic society ?
- b) What are the short-term needs in the process of transition to be taken into account ? What are the potential risks and distortions of the transitory stages ?
- c) What are the long-term objectives ? To what extent should they be postponed in the light of the needs of the transitory process, and to what extent should they serve as guidelines from the very beginning of the transition ?
- d) What range of solutions do we find in Western European countries ? What are their culture-specific conditions, what are their specific socio-political rationales ? What are the respective strengths and weaknesses ?
- e) How can inter-European co-operation strengthen the role of higher education in Eastern/Central European countries in the transition to democracy and a pluralistic society ?

## **II. THE ROLE OF ACADEMIC CULTURE FOR A DEMOCRATIC AND PLURALISTIC CULTURE**

Academic culture is generally assumed to be in one respect a model for a pluralistic culture. The principle of academic freedom rests on tolerance as well as respect for the diversity of views and pursuits. It also means having a critical mind as regards fashionable or ideological preponderance. Decision-making within institutions of higher education therefore has to deal with a variety of views and any dissent on basic issues not as an undesired state of affairs to be overcome by pressures and narrow majority votes. Rather it has to take the search for a consensus on the basis of the lowest common denominator as a virtue in assuring creativity through plurality.

Decision-making within institutions of higher education might serve, thus conducted, as a 'school for democracy'. Experts claim that universities may better be compared to guilds than to political democracies, but their thorough procedures of finding joint solutions serving common purposes while providing room for an almost bewildering diversity of perspectives and activities do turn out to be a valuable training ground for those democratic processes in society which eventually might require more coercion to enforce the legitimacy of narrow majority decisions.

One has to bear in mind, though, that academic culture is very vulnerable, as far as democracy and plurality are concerned. There are many typical problems and obstacles in the current transitory process of higher education institutions in Eastern/Central Europe in this respect. Also Western European institutions of higher education themselves have to redefine essentials of academic freedom and institutional autonomy due to growing external pressures for improved management, efficient resource utilisation as well as economic and social relevance. Current efforts to establish evaluation systems of higher education in various Western European countries illustrate this most vividly. Besides, the individual scholar in search of his or her single narrow truth is not necessarily tolerant. Academics might believe in expertocratic values more strongly than in democratic values.

As regards the academic culture in the process of transformation of Eastern/Central European institutions of higher education, some issues seem to deserve special attention:

- Universities have been a 'refuge' for democrats and democratic values in some Eastern/Central European countries. In most of these countries, students and professors played a not insignificant role in bringing about the end of the communist monopoly. This indicates the potential of universities in taking a leading role in the current process of political transformation. However, academies in various countries had been more successful than universities in protecting a certain degree of academic freedom. Universities nowadays tend to disregard this. They blame the academies as being typical 'Soviet' fossils in order to weaken their very position in the search for new functions, among others through mergers with the universities.
- In the restoration of academic freedom and institutional autonomy, strong efforts were made in some Eastern/Central European countries by introducing conditions and procedures from the distant past. For example, the German university of the 1920s was frequently viewed as a model. It is obvious, though, that growing social relevance of knowledge, expressed both in a growing utilisation of science and in employment of an increasing number of graduates from institutions of higher education, has led to external pressure on institutions of higher education in all industrialised societies, both as regards the provision of useful knowledge, skills and public services, and as regards the justification that the funds provided by the public are spent in a worthwhile manner. Therefore, institutions of higher education had to find a new balance between protection of the essentials of academic freedom and institutional autonomy on the one hand, and being more 'responsive' to external demands on the other.
- Now, the principle of academic freedom is most often and most outspokenly referred to by persons who in the recent past used their power to suppress plurality. Thus, institutions of higher education are compelled to define the range of academic freedom more clearly now in the current process of transition than institutions of higher education are usually expected to do.

- As regards some issues, on which Western European institutions of higher education are also searching for appropriate solutions, excessive forms of 'democratisation' were advocated at some institutions of higher education in Eastern/Central European countries: this applies to issues of student participation in decision-making, to the exclusion of external advice and participation in decision-making as well as to the weakening of managerial positions. Frequently, overemphasis on formal procedures hampers decision-making to such an extent that a call for authoritarian solutions gains popularity again.

One could argue, therefore, that the academic culture *per se*, under conditions of rapid social and political change, is not necessarily the best model for plurality and democratic procedures. On the other hand, institutions of higher education in Eastern/Central Europe might be more ready to explore the best ways of striking the balance between academic freedom and institutional autonomy, and responsiveness to external demands than Western European institutions of higher education, which are under less urgent pressure to explicitly redefine their academic culture.

### III. REVIVAL OF THE LEAST 'PROFESSIONAL' DISCIPLINES

In most Eastern/Central European countries, the proportion of academic staff and students has been very small in fields of study or in disciplines not clearly linked to certain professions. For example, humanities had primarily served teacher training, political science was quasi inexistent, and sociology was found in only a few countries, notably Poland, where it constituted a sizeable discipline.

An expansion and renewal of these fields is strongly advocated in all Eastern/Central European countries. Three particular aims are put forward:

- Improvement in research and the knowledge base in general in these fields will help enrich culture and society.
- A growing number of graduates from those fields will be a valuable asset for the society, although a substantial proportion may face some initial employment problems, and their careers may be less attractive than those of students graduating from professional fields. Their knowledge may turn out to be more meaningful in cultural occupations, non-profit organisations, communication, leisure-related services, or even industry and commerce than traditionally assumed.
- These fields are expected to contribute to interdisciplinary studies, to general studies for all students or provisions explicitly aimed at 'teaching democracy'.

Efforts for expansion and improvement of these fields face an obvious dilemma. As indigenous knowledge of the national culture and society is a substantial component of the knowledge base of these fields, external support for improvement might be less

helpful here than, for example, in natural sciences. On the other hand, the neglect of these fields in the preceding decades has led to such a small number of experts in many Eastern/Central European countries that a sudden expansion cannot be achieved without endangering the quality of teaching and research.

#### **IV. EXPANSION AND IMPROVEMENT OF THE SOCIO-POLITICAL DISCIPLINES**

In most societies, institutions of higher education play an important role in providing professional expertise on the socio-political system. This applies to research, improvement of the knowledge base as well as to training of experts and professionals in those areas. In the process of substantial socio-political transformation, demand for the expansion and improvement of these fields is strongly felt. Obviously, law, political science, political economy, sociology or newly emerged interdisciplinary fields such as public administration have to be named in this context. Irrespective of whether these fields are closely geared to specific professions or not, they are all expected to serve the training of experts for socio-political affairs, and they may also serve to 'teach democracy' to students from all fields.

In a socio-political transition process, disciplines addressing socio-political issues directly are most vulnerable:

- The disciplinary structure of socio-political fields is not universal but reflects prevailing ideologies. Therefore, some fields are phased out now in Eastern/Central European countries, whereas others will be completely newly established. This creates almost insurmountable problems of developing the required expertise within a short period, whereas short-term compromises might lead to long-term deficiencies.
- Many of the most qualified experts of the old regime have become obsolete due to the obsolescence of their knowledge or their confinement to ideologies of the past. On the other hand, a substantial number of those experts fitting to the new disciplinary structure or being ready to advocate the new socio-political system are often not the most highly qualified ones. Thus, struggles between representatives of the 'old guard' and the 'new missionaries' can be destructive to the transformation of these fields.
- Experts in these fields may be so much in demand to play a direct active role in the socio-political transition process that little time and energy remains for research and the improvement of the knowledge base as well as for proper teaching.

Therefore, the restoration or new establishment of the socio-political disciplines must be undertaken more carefully and in a more long-term perspective than the restructuring of other disciplines.



Obviously, institutions of higher education in Eastern/Central Europe look to the West for appropriate ways to establish or improve the socio-political disciplines. Again, a bewildering diversity can be observed as regards the impacts of the various disciplines on the socio-political culture of a country, the dominant research paradigms and methods, the extent to which the different socio-political disciplines stay apart or cross-fertilise each other, etc. Moreover, being a late-comer may turn out to be a virtue, because it means avoiding the mistakes of those confined within their long-established traditions. For example, the most pronounced weak point of the socio-political experts in the West may be that they are not necessarily good at combining knowledge derived from natural sciences and engineering on the one hand and social sciences on the other. The 'tradition' of Eastern/Central European countries of substantial numbers of engineers moving to managerial and socio-political functions in the course of their careers might nowadays ease the transfer to a socio-political expertise needed in the future, of which knowledge or understanding of science and technology is an integral part.

## **V. TEACHING DEMOCRACY**

At times of political revolution, collapse or transformation, universities tend to be asked and to ask themselves whether their ways of socialising their students to become future experts and leaders had been appropriate in the past. Departure from old ideologies does not merely call for new or different values to be inserted into the old mechanisms, but also for questioning the mechanisms themselves. The time seems to be ripe to seek for targeted solutions in fostering democratic and pluralistic values.

The range of possible solutions is very broad. The ones most frequently discussed seem to be the following:

- the introduction of a socio-political core programme ('civics' or otherwise) which should inform and shape values directly for the socio-political system,
- the introduction of general education programmes into the disciplinary curricula,
- the provision of interdisciplinary studies or of courses contrasting or broadening for respective discipline, for example social science teaching for engineering students,
- a change in methods of teaching and learning in general, i.e. increasing the number of optional courses, developing individualised education and independent study, working in projects and collaborative learning, etc.,
- the establishment of a demanding, open system of guidance and counselling which allows the students to confront their advisers with identity problems involved in undertaking their studies,

- a strong commitment of the institutions of higher education and notably of the academic staff to organising a rich social life for students, considered beneficial for the socialisation of future experts and leaders.

Any attempt to introduce 'teaching for democracy' will be confronted with the principle question about the way institutions of higher education should socialise their students for their future occupational and civic roles. Eastern/Central European universities historically feel closely attached to the Humboldtian model. According to this model, cognitive learning in an academic culture shaped by the pursuit of knowledge is expected to socialise students as future experts and leaders appropriately, whereas any targeted value-shaping activities are considered alien. The English university tradition and the American concept of general education derived from the English tradition are the opposite of this model in various respects, for example regarding counselling, course requirements in other disciplines and provision of extra-curricular activities.

The more sceptical of the typical questions raised as regards 'teaching democracy' are as follows: Will the indoctrination of the past be replaced by a new type of indoctrination? Will knowledge of other disciplines remain too superficial? Is it asking too much, as far as the students' potential for assimilating knowledge from various fields is concerned? Will the quality of training in the major field suffer if students spend a substantial amount of time getting to know other fields? Will the guarantee of a minimum professional competency collapse if students have too much choice? Will sufficient resources be available in order to allow for independent learning? Will the teachers be able to advise students comprehensively? Obviously, these questions make us aware of the fact that teaching democracy is not an easier task than disciplinary teaching by professional experts. They should not, however, discourage the search for new solutions.

## **VI. PROVIDING SERVICES TO COMMUNITY AND SOCIETY**

European universities traditionally provided some services to the community and society: they contributed to the cultural life of the community, for example through public lectures, through advisory activities of some of the professors on their own initiative, and notably through medical treatment. Various factors, however, led Western European institutions to transform their service functions from partial to comprehensive, and from coincidental to targeted: U.S. examples of that kind were more widely appreciated. The fading belief in macro-societal planning made people more strongly aware of the importance of local and regional development. Demands for life-long education increased substantially. Knowledge spread less automatically than expected and seemed more often to be in need of systematic 'transfer' activities. Scholars themselves became more aware of the dark sides of a knowledge-driven society and were thus challenged to consider a proper use of knowledge.

Eastern/Central European institutions of higher education are even more strongly challenged at the moment to provide direct public services to the community and society. The current processes of transition cry out more directly for expert help, and the need to decentralise is the most pressing. This does not mean, however, that those service activities are easily accomplished. Notably, the following problems are emerging.

- Many scholars hesitate to become involved in direct services. They fear institutions of higher education may become too utilitarian. Possibly, they consider those service functions too 'pedestrian', i.e. not matching the dignity and quality of scholarship. They might view themselves as not equipped to play an active role in the transfer and application of knowledge in various spheres of life. Last not least, they might like to avoid misuse of scholarship in claiming expertise for practical problem-solving which can only in part be based on their academic expertise.
- The obvious pressure for provision of direct services to society in the process of socio-political transition means so much time and energy must be spent by scholars that qualified research and teaching are undermined. As already noted, disciplines highly demanded as regards service might also be in need of consolidation academically.
- Communication between higher education institutions and the local communities tend to be loaded with various tensions. The scholars are viewed as snobbish, expertocratic and unable to solve practical issues; the local people as parochial and unsophisticated. Mutual understanding and respect are likely to grow gradually only after painful processes of trial and error.
- The infrastructure of institutions of higher education in many Eastern/Central European countries is not at all suitable for frequent and intensive interaction between higher education and society.

It is obvious that stronger involvement of higher education institutions in services for the public will ultimately be dependent on their teaching and research staff. Are they willing and able to undertake those tasks? In addition, ways have to be found to create more suitable environments and conditions for interaction.

## **VII. SOME CONCLUDING REMARKS**

Efforts to strengthen the role of higher education in the transition to democracy and pluralistic society have to take into account that Eastern/Central European countries are entering a second stage of this transformation process. The first 'elan' is gone; one can no longer be certain that most people are ready to put a lot of work and energy into contributing actively to socio-political changes. Also the desire to merely provide a contrast to the recent past may fade away; this might, for example, support their willingness to accept a more realistic balance between essentials of academic freedom

and institutional autonomy on the one hand and responsiveness to societal demands on the other. The current problems cannot be excused by merely pointing at the old regime. Not all outside help will be welcomed without scrutiny.

Institutions of higher education in Eastern/Central European countries run the risk of being overwhelmed by resignation due to the discrepancy between initial high expectations on the one hand and slow changes on the other, limited resources, disputes about the goals to be achieved and means to be chosen. However, they might be able to opt for wiser solutions. For example, they may have acquired better information about the diversity of concepts and solutions in the West. Thus, they might also take more targeted steps themselves in making international co-operation in higher education a valuable means of strengthening their potential to contribute to democracy and a pluralistic society.



## **REPORT: WORKING GROUP III**

### **The role of higher education in transition to political democracy and pluralistic society**

*Chairman: Bronislaw GEREMEK, Member of the Polish Parliament*

*Rapporteur: Ulrich TEICHLER, Director of the Centre for Research on Higher Education and Work, Gesamthochschule, Kassel*

It was strongly felt by the group that the role higher education can play in the transition to democracy and pluralistic society tends to be underestimated in Central and Eastern European countries. This is for several reasons. It is partly an underestimation of the potential role higher education can play in general in the transformation process. It also reflects the view of some politicians that economic and technological transformation comes first and change of democratic culture is a second priority for a later stage. Finally, there is some reservation as to whether universities are the best institutions within which a democratic culture can be promoted.

The members of this working group emphasised very strongly that efforts for creating and reinforcing a democratic and pluralistic culture were absolutely essential in order to achieve successful transformation. Institutional higher education, though not serving as a perfect role model, could contribute significantly to the creation of a democratic and pluralistic society.

It was also felt that institutions of higher education in Central and Eastern Europe themselves tend to under-utilise their potential to contribute to the development of a democratic and pluralistic society. Therefore, careful consideration should be given to possible limitations on the universities' capacity for action, the risks involved and the changes required in order to strengthen their potential to play a stronger role.

Suggestions were made to sponsor and undertake studies which could be beneficial to strengthening the role of universities in contributing to democracy and pluralistic society. For instance, case studies on the transformation of institutions, on mid-term concepts of higher education, on documentation of curricula in those disciplines particularly relevant to the foundation of democracy and on diversity of organisation and decision-making structures presently emerging in Central and Eastern European universities and these structures' impact on the universities' role of fostering democracy and pluralistic thinking, could all be considered.

The working group recommends that the Commission of the European Communities and other actors involved in the decision-making process of the second phase of the TEMPUS programme should reconsider priorities. Disciplines contributing to the foundation of democracy and a democratic culture should no longer be treated as exceptional aid areas but regular ones. Special emphasis should be placed in TEMPUS on encouraging universities to undertake activities that look promising for the development of democracy. Finally, teaching and learning activities unaccompanied by the strengthening of research in the area of humanities and social science should not continue. This is a recommendation which EC Member States should also note.

A strengthening of the potential of Central and Eastern European universities to contribute to democratic culture through TEMPUS would not benefit only those countries but might also stimulate reconsideration of the role of Western European universities in society. This, the group considered very valuable. In the West, uncertainty regarding the role of higher education institutions, a lack of readiness on the part of universities to assume democratic responsibilities, a crisis regarding the theoretical and practical role of disciplines capable of supporting the foundations of democracy and a pre-occupation with technocratic issues, have also undermined the potential of higher education institutions to contribute to democracy and pluralistic society.

Our discussion covered primarily three areas.

The first is the relationship between academic and political culture. We should be aware of and seek to improve the links which tie academic and political culture - there is a need for training youth who may eventually enter politics; the traditional challenge of democracy to strike a balance between quality and populism is one constantly facing universities; strong academics are critical to the functioning of democracy. A question much discussed was what the function of higher education might be in this context. It was agreed that a link-role to political culture could be a strong one, but that there are at present large constraints on the ability of Central and Eastern European universities to satisfactorily assume it.

To what extent does a democratic culture that might be helpful in promoting a democratic culture in society generally, exist at universities? As institutions possessing corporatist, hierarchically-oriented, monopolist and totalitarian elements, serving a minority, universities are arguably limited in their own democratic culture. But this does not mean that they cannot still contribute significantly to democracy. In a way, (to stress an earlier point), universities are faced more directly than other kinds of democratic institutions with the challenge of striking a balance between demands for quality, for meritocracy and for populism, and should, therefore, be well-equipped to transfer their experience to the wider society. In addition, it was stressed that universities have developed, in spite of their imperfections, possibilities of providing respect for a diversity of solutions and decision-making processes. Nonetheless, many activities could still be undertaken to improve the preconditions under which universities might have a positive effect on democratic culture; not least, activities which render universities more open to the rest of society.

The second discussion topic was the changes in research and teaching required for the promotion of a democratic and pluralistic society. Among items mentioned was, again, the need to strengthen particularly those disciplines which explicitly address issues of democracy (law, public administration, political science, sociology, history, psychology), especially in the area of research.

To what extent does the possibility of teaching democracy exist ? There was a consensus in the group that efforts to teach in a direct and explicit way democracy would be more dangerous than helpful. Indirect ways were advocated. For instance, teaching the knowledge-base for democracy in political science, teaching diversity of paradigms and approaches, teaching the skills necessary to the democratic process, inter-disciplinary learning on issues of democracy, to mention but some. It was also pointed out that there are sub-areas of other disciplines that could be exploited to emphasise the element of democracy.

The public service function should be regarded as one of the core functions of higher education in Central and Eastern Europe. As in another working group, a strong role for universities was envisaged regarding continuing education. Examples were also given of the way in which a new approach to teaching might change attitudes outside the university. For example, we heard of one programme concerning the teaching of the blind in higher education. This kind of programme could lead to reconsideration of professional and social roles for blind people in society.

The direct service function of higher education can be especially important outside the metropolitan areas of Central and Eastern Europe, in smaller communities.

In the final section of our discussion, we attempted to make some recommendations for TEMPUS. In general, the TEMPUS programme was considered very beneficial and some of its activities are already explicitly devoted to democratic processes. It was suggested that improvements could be made to ensure more transparency of procedures, to simplify operational procedures and to consult more the academic community when, for example, specifying priority areas for action.

More importantly, we discussed the fact that the process of transformation and modernisation of higher education institutions in Central and Eastern could take a long time - maybe ten or twenty years. The implication of this for TEMPUS is that an assurance of a continuity of support for a certain period is essential to the success of ambitious projects.

It was strongly advocated that the TEMPUS programme should support initiatives in the areas of the humanities and the social sciences much more; that it should place more emphasis on programmes for continuing education and also that it should fund co-operation activities in the area of higher education policy and administration, an area which is of the greatest relevance for the contribution of higher education to civil society.





## **ADDITION TO REPORT: WORKING GROUP III**

*Bronislaw GEREMEK, Chairman*

Let me take this opportunity to make a few general points, following Professor Teichler's presentation of the very rich debate we had in the third session.

We wanted to see how a university in a free society could be an element for transformation of post-communist countries. We tried to see how the training of intellectual and political elites could have a formative effect on the functioning of democracy.

Initially, we noted that TEMPUS is an example of a relationship between the Community and Central and Eastern European countries and that it has done a vast amount of work in all areas in bringing together the post-communist countries and the Community. Democracy also means knowledge of foreign languages, knowledge of other countries, knowledge of modern technologies.

But in the implementation of TEMPUS, there is another contribution. That is, moving from assistance to partnership. We, too, have something to contribute to the West. Our teachers, students, professors, bring with them a great thirst for freedom. They are searching for basic values. Often we see in the behaviour of Western countries that political tactics become more important than political strategy. What is important to us at the moment is getting away from a totalitarian system and establishing new, democratic values.

Our group felt that TEMPUS, in continuing its work, could help this movement towards democracy and bring something valuable to the whole of Europe.



## **CLOSING REMARKS**

*Josep M. BRICALL, Chairman*

It seems to me that Bronislaw Geremek's words sum up the basic directives of the TEMPUS programme very well.

I would like to now underline, very briefly, some points of the discussion that we have had, which I think are of particular interest for the future of the programme.

At the moment, society in Central and Eastern Europe is in transition - it is in a period which has a beginning and an end. This period is moving towards the end. Nowadays the situation of societies is quite different to that of Europe in the first third of the century; so it would be a waste of time - even a danger - to hope for the restoration of the old framework of the universities in Central and Eastern Europe.

Attention must be paid to the function of a higher education system and university curricula in contemporary society. I think it would be very interesting to carry out detailed studies to see how existing university structures could be used as the basis for change.

Change should take place at two levels. First, the higher education system must be adapted to the needs of the production system. If you look at the economies of Central and Eastern European countries, these production systems are largely, or will largely, be governed by market forces, by demand. Apart from its response to the needs of the productive sector, the university system must meet another requirement; it must also have a social function. In this regard, one area in which a number of Western universities are active is the promotion of the regions they represent.

In the past, the role of the universities was to participate in a society that was largely governed by a plan which had to be implemented. In order to implement the plan, it was necessary to organise very highly-specialised centres, which were fragmented. The current situation in the production sector, however with the transition to a market economy, is very different. As Professor Zalai mentioned, the major deficiency of the communist system was that it did not provide a demand for change. Innovation was hindered in all areas of society. I think that is the major problem we are faced with when it comes to adapting education systems to a new society. How can we change attitudes in universities, in society, in the economy ? How can we introduce this idea

of innovation, an idea which is at the basis of our economic system and of modern society.

But as well as innovation, we need something else. The social and economic system of market economies and capitalist societies contains a system of mass education. Therefore, in Central and Eastern Europe, as part of the transition process, we are going to see large numbers of students wishing to enter higher education. Innovation and flexibility are called for, both in the universities and in other institutions of higher education. Shorter courses, adapted to the requirements of students, will have to be constructed. A higher education system, in addition to the universities, is needed; a different sort of institution, where research is not as important. On the other hand, continuing education and distance learning systems are acquiring more importance. Finally, higher education systems must allow for more inter-disciplinarity. Paradoxically, we do not want highly-specialised graduates, because we need to prepare ourselves for a changed situation.

Much has been said about the phenomenon of brain-drain. How can the system continue to function and be oriented towards the future ?

Such issues should not just be raised in connection with the TEMPUS programme, which has the objectives of assisting with reform, helping develop the economy and assisting with the nurturing of democracy. They are important questions for the future of Central and Eastern Europe.

## **KEYNOTE ADDRESS**

*Jacques DELORS, President of the Commission of the European Communities*

represented by

*Patrick VENTURINI, Cabinet of President DELORS*

First of all, apologies on the part of Jacques Delors. He had said some time ago that he would be here today, but unfortunately the pressure and the speed of political events have prevented his attendance. Although he wished until the very last minute to be able to come, he has had to meet Mr Shimon Peres today and must also work on the preparation of the extraordinary European Council summit that will take place in Birmingham in a fortnight's time. So he sends his greetings and his congratulations for all the work you are doing in TEMPUS. And I, in my own modest way, would like to put forward some general considerations, in his name.

I should first like to thank you for your presence here over the last few days. What we have heard from Professors Zalai, Jallade and Teichler has shown us the quality of the work that you have done and I am sure that the team of Hywel Jones will take into full account your suggestions. If you permit, I would like to move away from your discussion over these two days, on which I would not claim in any way to be able to comment, and to talk in more general terms.

The first point I would like to make is that TEMPUS is really a manifestation of a re-discovered, shared ideal. The revolutions in Central and Eastern Europe have helped to remind us in the West of ideals which we had almost forgotten about. We had been sleeping on our laurels. It is clear for Brussels that it is a belief in a particular type of society and civilisation and hope that has supported the peoples of Central and Eastern Europe. We have certain shared ideals, certain ideals of equity in society and human dignity - the idea of integration of society, whilst respecting peoples' identities.

I think we have seen again in the last couple of days that such common ideas indicate that the best investment that can ever be made is investment in human resources. Let me comment then on the ramifications of this for our social policy - "social" seen in the very broadest sense of the term. The idea of a social Europe corresponds to three very closely inter-related ideas.

One, there is no social development without economic development.

Secondly, an idea which is almost the inverse of the first - there is no lasting economic development without taking into account social development.

And thirdly, however different the countries of the Community may be - a Community which is destined to be broadened - they share, nonetheless, common values which they wish not only to defend but also to promote.

That is why nearly three years ago, eleven heads of State and Government adopted a Charter for basic social rights. This is a Charter which is addressed to the populations of the Community, indicating the values we believe in, which we wish to see strengthened. And one of those basic rights is access to education, to training, to vocational training and to training throughout one's active professional life.

Looking more at the development of the Community today, we will see the greatest development of its four basic freedoms as of next year : the free movement of goods, services, capital and best of all, the free movement of people. This movement of people implies the movement of cultural values, a sharing of cultural values and the Community needs this. I sometimes think that the most inspiring mission of the Community (and therefore of the Commission) is not sufficiently highlighted, namely that of promoting exchange, co-operation and solidarity, through the creation of networks. In that context, TEMPUS, within the framework of PHARE, is a symbol and already, I would say, a success. I refer you back to what Mr Geremek was saying earlier.

The figures, I think, are eloquent as the other sign of collective success. From 1990 to 1992, TEMPUS had a budget of approximately 200 million ECU. Half of that was spent in this year, 1992. Ten non-Community countries are involved. There were three eligible countries in 1990, six in 1992 and now ten; 637 Joint European Projects involving around 1800 institutions; 6400 students plus 10.500 teachers and administrative staff who have benefited from grants to study or teach throughout Europe. All that is good, but it is not enough. That is why the Commission, as Mrs Papandreou announced to you yesterday, has presented yesterday the second phase of TEMPUS. We hope it will be adopted rapidly, by unanimity, by the Council of Ministers.

The proposal to the Council has four characteristics:

1. prolongation over the period to 1994/1998. That is to be prepared calmly in the light of priorities identified by our partners in Central and Eastern Europe;
2. it is proposed to extend the programme to the Republics of the ex-Soviet Union; Russia, Moldova and Ukraine have already addressed to us requests for assistance to accelerate the transformation and adaptation of their higher education systems;

3. adaptation in the light of external consultancy on the efficiency of TEMPUS I. A slight adjustment is involved; hence, there will be priority support for Joint European Projects and individual staff mobility;
4. we wish to make this co-operation, which is supposed to include G24 countries, still more attractive. You can rest assured that the Commission will make all possible efforts to get the US, Canada and Japan, in particular, involved.

In conclusion, I would say that you know that the European Community is involved in very profound reflection and discussion about its future. This is a discussion which will be decisive for the coming decades and even generations. This, however, does not mean that the Community is going to be inward-looking or that it is going to turn in on itself. In that respect, the Association Agreements with Poland, Czechoslovakia and Hungary are an important step forward. I stress the word "step", because the agreements allow us to take into account a variable, namely time.

In other circumstances, the President of the French Republic, François Mitterand, said "one must let time play its role". That does not mean "wait and see"; it means accompanying events at the right pace, as is necessary for progress to be made. TEMPUS is a symbol of that will in motion.





## CONCLUDING REMARKS

*Virgil N. CONSTANTINESCU, Professor of the Polytechnic Institute of Bucharest, Former President of the National Rectors' Conference of Romania*

Let me begin with the confession that I believe that I have a very difficult task. Having listened to the outstanding speeches given yesterday and today and to the short, but pithy summaries of the rapporteurs of the three working groups, it is difficult for me to even try to draw some conclusions while not repeating what has been said. So I have decided to share with you some of the thoughts that I will be taking with me when I leave this conference.

Because time is short and the spectrum of the problem is large. I have prepared some transparencies (see annex).

The first one deals with history. By profession I am an aircraft engineer, but I deeply respect my historian colleagues who say that looking into the future is not possible without taking into account the past. Allow me to speak of the experiences of the last three years and especially of the contribution of both faculty and students to the dramatic events of 1989. Staff and students have shown that they have survived a number of anywhere between forty-five and seventy years of communist rule. This was possible, in my opinion, because of their particular traditions and because they never lost sight of their ideal model for their universities.

My conviction is that universities in Central and Eastern Europe - most of them at least - are at present real incubators of freedom and that they have been acting since 1989 as windows through which democracy and progress are being infused into society. Moreover, they represent an almost ideal environment for the cultivation of academic freedom, tolerance and for a multi-cultural climate. Last but not least, they are and they should be the core of civic education, providing momentum for the transition to a civic state.

Regarding the role of universities in Central and Eastern Europe, let me stress that the universities in this part of Europe have more complex tasks than their counterparts in Western Europe. They must play a major social role, helping society to rid itself of old structures, methods and in particular, mentalities. They must also strive to anticipate the role of the university in the next century, a preoccupation shared by Western universities. Some other of the topics discussed in the West are also of the greatest interest for universities in Central and Eastern Europe.

There are three basic types of education system: the American, the Western European and the Central and Eastern European. There is a need for a certain degree of unity through diversity, some convergence, that might be based on compatibility of accreditation systems via a credit transfer system or even equivalence for diplomas and degrees.

Concerning the specific social role of the university in the transition process in Central and Eastern Europe, the universities in this part of the world are willing and eager to fulfil this role, but in order to be capable of doing this they must reform themselves. It was said yesterday, by Professor Kuklinski, that there is a consensus that the transition period looks longer, harder and more painful than many of us had hoped or expected. So the role of the universities is becoming even more urgent.

There is a great need for academic reform. Let me remind you of some of the criticisms that were first made of the higher education system that existed in former East Germany and that have since been taken as valid for all the former communist countries by some international organisations such as the World Bank:

- the universities in these countries could have been better described as schools because they aimed at producing narrow and obedient specialists for a centrally-planned market workforce;
- curricula were rigid and too specialised, with more emphasis put on student memory than the capacity to think logically and to make rational decisions;
- research was separated from teaching and carried on within the Academies of Sciences.

The issue now at stake is that of breaking with the past, changing attitudes. Our most pressing duty is to change the prevailing mentality to one favouring integrity, fairer competition and quality improvement. These objectives can be reached primarily through curricular reform and quality evaluation.

In my opinion, higher education is not only about the acquisition of knowledge. Rather, it should permit the student to acquire a minimum of knowledge both general and particular as well as satisfactory reasoning and decision-making skills, and it should expose the student to role models. A personality should be forged. The key to the success of reform in Central and Eastern European universities is to be found, therefore, in the belief that the universities must attract and produce a sufficient number of outstanding professors. These may be identified through their achievements, particularly their research. It is easier to judge whether a professor is good or bad than a university. I believe that the main role of research-oriented universities must be to ensure quality, integrity and accountability.

Let me talk very briefly about some institutional and operational objectives. There are many differences among the universities in the Central and Eastern European countries - even quantitative differences. For example, the number of students is

anywhere between 2.5% of the total population in Czechoslovakia and Poland to less than 1% in Romania or Bulgaria. In the West, humanities and social sciences account for more than 50% of the total student population, while engineering amounts to anywhere between 9% in France and 20% in Germany. Data from around the year 1985 from the former communist countries shows, for example, that in Romania, only 16% of students were enrolled in humanities or social sciences and there were obviously political reasons for this. In the same country nearly 67% of the student population were studying engineering. Two years ago, I plotted the number of students in day classes in Romania between 1938 and 1990. The curve of this graph is very surprising - it is full of valleys. The first, deep valley is World War II. The second one is 1947, the communist take-over of Romania. The third one (very deep) is 1956. You remember what happened in 1956 in Hungary. 1968 in Romania is shaking because it coincided with a period of very, very slight, relative freedom. The curve plummets in the late 1970s and during the 1980s.

I heard here yesterday an appeal for intellectuals to play their role of feedback to the establishment. I support this by adding that otherwise we may find ourselves in the position best described by a learned Chinese Philosopher, Lao Tse, who said: "Those who know do not talk. Those who talk do not know". Intellectuals in Central and Eastern Europe are at present experiencing marginalisation from the political process. It is regrettable that it is so difficult for intellectuals to be politicians while preserving their academic integrity. This is the direct role of higher education. The indirect role was very well stressed in the discussions. It appears to be agreed that transformations in Central and Eastern Europe are a global challenge. Change is not only a challenge for the particular country. It is a challenge particularly for Europe. It requires an international effort and TEMPUS is a very good example of this effort.

TEMPUS is already a success story, I do not need to dwell on this. But there are limits to any project. Only a small percentage of proposed Joint European Projects are accepted for funding. The issue is how to encourage the best and at the same time respond to the most basic needs. TEMPUS is confronted with this question. On its own, the programme does not suffice. It cannot, for example, promote research. Other projects, similar to COST for example, should be developed to help equip laboratories, improve libraries and provide communication networks.

To conclude, let me remind you of a story that bears no little similarity with the transition period we are discussing - the "purgatory" which Professor Kuklinski spoke about yesterday. Its the story of when God asked Moses to take the Jewish people out of slavery in Egypt and to take them to the land of freedom and plenty. God let the Jewish people wander for forty years in the Desert - probably because you cannot easily build a free society of people born in slavery.

I am an optimist and hope that the Biblical times have shrunk by a model of magnitude nowadays.



# **TEMPUS CONFERENCE**

## **Appendix 1**

### ***TRANSPARENCIES***

Virgiliu Nicolae CONSTANTINESCU  
Former President of the National  
Rectors' Conference of Romania,  
Professor, Polytechnic Institute of  
Bucharest



## **HISTORY AND PRESENT:**

### **SACRED MISSION OF UNIVERSITY**

- » *Depository of Spiritual Values of Society*
- » *Passing them to new generations*
- » *Contributing to the advancement of knowledge and humanity*

### **MAINTAINED AND REINFORCED THROUGH CENTURIES**

### **INCREASING SOCIAL ROLE (LEADING AND ANTICIPATORY)**

#### **SOMETIMES: SUBMERGED BY SOCIAL UPHEAVALS**

- » *70 YEARS IN EASTERN EUROPE*
- » *40 YEARS IN CENTRAL EUROPE*

### **THE EXAMPLE OF THE LAST 3 YEARS:**

#### **THE UNIVERSITIES MANAGED TO SURVIVE THANKS TO:**

- » *THEIR PARTICULAR TRADITIONS*
- » *NOT LOOSING SIGHT OF THE IDEAL MODEL OF THE UNIVERSITY*

### **NOW:**

- » *VERITABLE INCUBATORS OF FREEDOM*
- » *ACTING AS WINDOWS THROUGH WHICH DEMOCRACY AND PROGRESS ARE INFUSED INTO RESPECTIVE SOCIETIES*
- » *ALMOST IDEAL ENVIRONMENT FOR ACADEMIC FREEDOM, TOLERANCE MULTICULTURAL CLIMATE*
- » *CORE OF CIVIC EDUCATION AND MOMENTUM FOR A CIVIC SOCIETY*



Slide 2

## **ROLES OF UNIVERSITIES OF CENTRAL AND EASTERN EUROPE**

- a) **SPECIFIC SOCIAL ROLE RELATED TO TRANSITION**
- b) **GENERAL ROLE IN SHAPING THE UNIVERSITY OF NEXT CENTURY**

### **a) SPECIFIC SOCIAL ROLE RELATED TO TRANSITION**

- 2. **THE ROLE OF HIGHER EDUCATION IN THE TRANSITION TO MARKET ECONOMY AND IN INDUSTRIAL RESTRUCTURING**
- 3. **THE ROLE OF HIGHER EDUCATION WITH REGARD TO THE RENEWAL OF EDUCATION AND TRAINING SYSTEM AS A WHOLE**
- 4. **THE ROLE OF HIGHER EDUCATION IN THE TRANSITION TO POLITICAL DEMOCRACY AND TO SOCIAL PLURALISM**

- A. *THE UNIVERSITIES ARE WILLING AND EAGER TO FULFIL THEIR ROLE*
- B. *FOR THIS PURPOSE THEY MUST REFORM THEMSELVES*

## **b) GENERAL TENDENCIES**

- *DIVERSIFICATION*
- *DECENTRALISATION*
- *DEMOCRATISATION OF ACCESS*
- *ADULT AND CONTINUOUS EDUCATION*
- *CURRICULA OF INCREASED FLEXIBILITY*
- *ACCENT ON FORGING PERSONALITY*
- *LIMITED RESOURCES, i.e. ACCENT ON*
  - » *QUALITY*
  - » *INTEGRITY*
  - » *ACCOUNTABILITY*
- *UNITY THROUGH DIVERSITY (CONVERGENCE)*
  - » *CREDIT-HOUR SYSTEMS*
  - » *COMPATIBILITY OF ACCREDITATION SYSTEMS*
  - » *EQUIVALENCE OF DIPLOMAS AND DEGREES*

## **NEED FOR ACADEMIC REFORM**

- » **THE HIGHER EDUCATION SYSTEMS OF CENTRAL AND EASTERN EUROPEAN COUNTRIES SHARE COMMON PROBLEMS (DISTORTIONS) WHICH STEM FROM COMMUNIST PAST**
  
- » **FACE SEVERE PROBLEMS AT LEAST IN THE FOLLOWING AREAS:**
  - *MENTALITY AND ISOLATION*
  - *STRUCTURE*
  - *CURRICULA*
  - *MANAGEMENT*
  - *RESOURCES AND FINANCE*
  
- » **PAST FEATURES**
  - a) WERE MORE "SCHOOLS" AND LESS "UNIVERSITIES", AIMING AT PRODUCING NARROW AND OBEDIENT SPECIALISTS FOR A CENTRALLY PLANNED WORK FORCE MARKET
  - b) RIGID CURRICULA, TOO SPECIALISED, EMPHASIS ON STUDENT MEMORY
  - c) RESEARCH, PARTICULARLY FUNDAMENTAL, SEPARATED FROM UNIVERSITY. THE CONCEPT OF UNIVERSITY DEVIATED FROM THE *IDEAL RESEARCH ORIENTED UNIVERSITY*

## **BASIC OBJECTIVES**

### **» CHANGING MENTALITY; FAVOURING:**

- *INTEGRITY*
- *FAIR COMPETITION*
- *QUALITY*

### **» REFORM OF CURRICULA**

- *TO ENSURE FLEXIBILITY*
- *MINIMUM NUMBER OR OPTIONAL AND ELECTIVE COURSES*
- *APPROPRIATE APPROACHES TO TEACHING AND LEARNING*
- *ACCENT ON QUALITY*

*AIMS OF HIGHER (UNIVERSITY) EDUCATION FOR A STUDENT: TO ACHIEVE IN A REASONABLE AMOUNT OF TIME (4-5 YEARS):*

- SUFFICIENT KNOWLEDGE*
- SHARPENING THE MIND*
- FORGING THE PERSONALITY*

### **» THE KEY TO THE SUCCESS OF THE REFORM:**

- » *TO ATTRACT AND/OR PRODUCE A SUFFICIENT NUMBER OF OUTSTANDING PERSONALITIES TO SERVE AS PROFESSORS*
- » *EVALUATION THROUGH THEIR ACHIEVEMENTS, I.E. RESEARCH (OR CULTURAL, OR ARTISTIC) ACTIVITY*
- » *LEADING ROLE OF RESEARCH ORIENTED UNIVERSITIES IN ENSURING QUALITY, INTEGRITY, ACCOUNTABILITY*

## **INSTITUTIONAL AND OPERATIONAL OBJECTIVES:**

### **EXISTING DIFFERENCES:**

- » *VARIABLE STUDENT POPULATIONS (2,5% - 1 % OF TOTAL POPULATION)*
- » *VARIABLE PERCENTAGE DISTRIBUTION OF STUDENTS AMONG VARIOUS FIELDS (TABLE 1)*
- » *A LOW PROFILE IN HUMANITIES AND SOCIAL SCIENCES (FOR POLITICAL REASONS)*
  - » *RELATIVE OVERSTRESS ON ENGINEERING*
  - » *LACK OF SHORTER FORMS OF HIGHER EDUCATION*
- » *VARIOUS INSTITUTIONS BODIES AND EDUCATION ACTS*
  - » *UNIVERSITIES*
  - » *BUFFER INSTITUTIONS*
    - \* *NATIONAL RECTORS' CONFERENCES - RELATIVE SUCCESS*
    - \* *ACADEMIC AND/OR PROFESSIONAL ACCREDITING BODIES - STILL TO BE ORGANISED*
    - \* *GOVERNMENT AND PARLIAMENT*
- » *FINANCIAL DIFFICULTIES*

### **STATUS:**

- » *STUDENTS RECEIVE A GOOD THEORETICAL BACKGROUND (ESPECIALLY IN SCIENCE AND ENGINEERING)*
- » *ACCUTE SCARCITY OF MODERN (MICROPROCESSOR BASED) INSTRUMENTATION*
- » *OUTDATED EQUIPMENT*
- » *LACK OF DOCUMENTATION AND MODERN MEANS OF COMMUNICATION*
- » *LACK OF EXPERIENCE IN MANAGEMENT*

## **ROLE IN ECONOMIC AND SOCIAL REFORM**

**ENHANCED BY THE EXPERIENCE OF THE LAST 2,5 YEARS  
(TRANSITION SEEMS TO BE A LONGER, MORE DIFFICULT,  
AND PAINFUL PROCESS THAN EXPECTED OR HOPED)**

### **DIRECT ROLE:**

- » *INVOLVEMENT OF MEMBERS OF THE ACADEMIC COMMUNITY*

### **ROLE OF INTELLECTUALS**

- » *IN A STABLE DEMOCRATIC SOCIETY:*
  - *THAT OF A FEED-BACK SUBSYSTEM*
  - *ACADEMICS ARE AGAINST THE ESTABLISHMENT*
  - *INFREQUENTLY OUTSTANDING INTELLECTUALS INVOLVE THEMSELVES DIRECTLY INTO POLITICS*
- » *IN A TRANSITION SOCIETY:*
  - *INTELLECTUALS MUST INVOLVE THEMSELVES PREFERABLE IN FIELDS THEY HAVE COMPETENCE AND EXPERTISE*
  - *TENDENCY TO BE MARGINALIZED BY THE SOCIETY*

### **INDIRECT ROLE: EDUCATION**

- » *NEW CLIMATE WITHIN THE UNIVERSITY*
- » *INCREASING CONTRIBUTION OF STUDENTS TO ACADEMIC AND SOCIAL LIFE*
- » *COURSES RELATED TO DEMOCRACY AND CIVIC SOCIETY*
- » *COURSES RELATED TO EVERY ASPECT OF MARKET-ORIENTED ECONOMY FOCAL POINTS: MANAGEMENT AND ECONOMICS*

## **SOCIAL REFORM: A GLOBAL CHALLENGE**

### **COROLLARY:**

- » *NEED OF INTERNATIONAL EFFORT*
- » *AT THE UNIVERSITY LEVEL: UNIVERSITY OF CENTRAL AND EASTERN EUROPE MUST BE HELPED - HELPED NOW - IN AN EFFICIENT MANNER*

### **CASE STUDY: THE TEMPUS INITIATIVE**

- EFFECTS:**
- \* UTMOST VALUE IN INNOVATING HIGHER EDUCATION SYSTEM
  - \* STUDENTS AND FACULTY STAFF MOBILITY
  - \* BUILDING STRONG TIES AMONG EASTERN AND WESTERN UNIVERSITIES
  - \* SOME EQUIPMENT AND DOCUMENTATION
  - \* DOUBLE DIPLOMAS
- PROBLEMS:**
- \* LACK OF TIMING (EVERYTHING IS DONE ON THE SPOT AND IN A RATHER URGENT MANNER)
- LIMITS:**
- \* FUNDING (ACCEPTANCE JEPs RATE - 10%) A CERTAIN FEELING OF DISCONTENT ON BOTH SIDES
  - \* DEEPER CRITERIA OF ACCEPTANCE
    - TO ENCOURAGE THE BESTS
    - TO FULFIL SOME BASIC AND URGENT NEEDS

### **TEMPUS INITIATIVE IS NOT ENOUGH**

#### **OTHER INITIATIVES SHOULD BE ADDED AIMING AT**

- **INCLUDE RESEARCH PROJECTS**
- **HELP EQUIP LABORATORIES**
- **IMPROVE LIBRARIES**
- **PROVIDE COMMUNICATION SYSTEMS AND NETWORKS**

## **CONCLUSIONS**

- » *THE HISTORY OF THE XX-TH CENTURY DEMONSTRATED THE RESILIENCE OF UNIVERSITIES AND THEIR COMMITMENT TO THEIR SOCIAL MISSION*
- » *DESPITE DIFFERENCES, THE CENTRAL AND EASTERN EUROPEAN UNIVERSITIES HAVE COMMON GOALS*
  - *BEING IN THE FOREFRONT OF THEIR SOCIETIES IN THE REFORM PROCESS*
  - *RENEWING THE EDUCATION AND TRAINING SYSTEMS*
  - *SPEARHEADING TRANSITION TO POLITICAL DEMOCRACY AND PLURALISTIC SOCIETY*

### **ALL IMPORTANT CHALLENGES FOR EUROPE AND THE WORLD AS WE APPROACH THE TURN OF THE CENTURY**

- **IN ORDER TO TACKLE THESE CHALLENGES, THE CENTRAL AND EASTERN EUROPEAN UNIVERSITIES MUST REFORM THEMSELVES:**
  - *BE EXAMPLES IN THE PRACTICE OF DEMOCRACY*
  - *LOYALTY TO TRADITIONS AND PERMANENT VALUES*
  - *TOLERANCE AND PROGRESS*
  - *ELIMINATE MENTALITIES AND DISTORTIONS OF THE PAST*
  - *ENSURE INTEGRITY, QUALITY, ACCOUNTABILITY*
- **IN THEIR ENDEAVOUR, THE CENTRAL AND EASTERN EUROPEAN MUST BE HELPED BY THE WESTERN WORLD, NOW AND IN AN EFFICIENT MANNER**





# **TEMPUS CONFERENCE**

## **Appendix 2**

### ***STATISTICS***

Virgiliu Nicolae CONSTANTINESCU  
Former President of the National  
Rectors' Conference of Romania,  
Professor, Polytechnic Institute of  
Bucharest



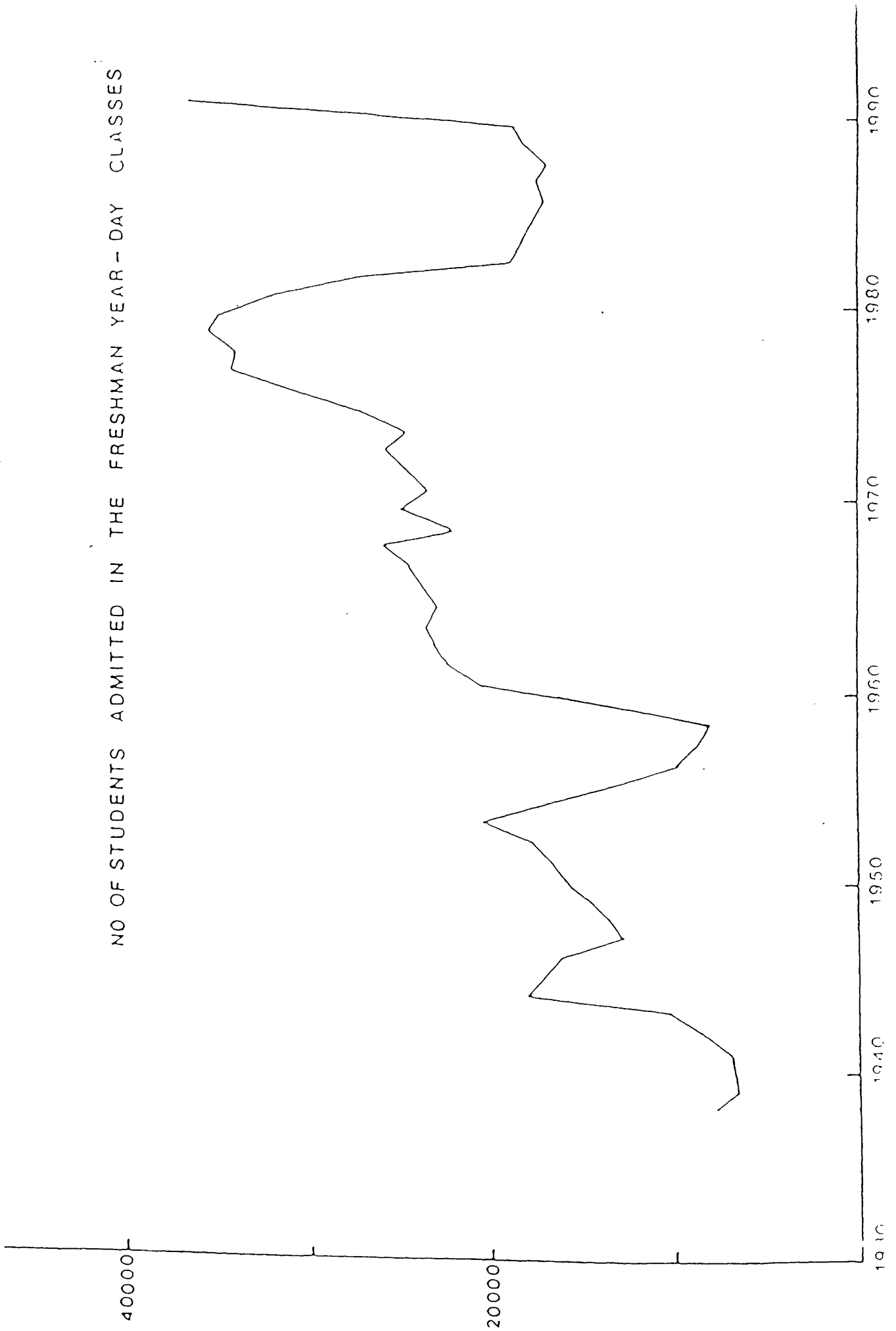
**Table I. DISTRIBUTION PERCENTAGES OF STUDENT POPULATION  
ACCORDING TO VARIOUS FIELDS**

Broad Fields of Study							
Nr. Crt.	Country	Year	Humanities & Soc. Sci.	Sciences	Medical Studies	Technical Studies	Other
1.	Albania	1985	38.47	5.02	4.93	49.26	2.32
2.	Austria	1985	62.52	9.20	12.32	13.53	2.43
3.	Belgium	1985	56.31	8.22	17.33	16.59	1.55
4.	Bulgaria	1985	42.72	7.61	11.09	38.58	—
5.	Cyprus	1985	55.46	7.28	6.67	23.22	7.37
6.	Czechoslovakia	1985	36.73	3.18	7.13	52.64	0.32
7.	Denmark	1984	55.72	6.85	16.24	18.01	3.18
8.	Finland	1985	46.34	12.62	12.77	27.99	0.28
9.	France	1982	56.32	15.58	15.86	9.45	2.79
10.	GDR	1985	32.52	2.75	14.24	37.61	12.88
11.	FRG	1985	49.83	11.91	14.18	22.86	1.62
12.	Greece	1985	54.69	9.63	12.37	23.31	—
13.	Hungary	1985	59.39	2.24	9.98	27.70	0.69
14.	Iceland	1983	60.88	8.75	21.41	8.96	—
15.	Ireland	1982	49.78	15.67	6.20	24.18	4.17
16.	Italy	1984	51.82	10.10	19.50	16.98	1.60
17.	Luxembourg	1984	54.45	8.66	6.52	30.37	—
18.	Malta	1985	52.72	—	25.71	21.57	—
19.	Netherlands	1984	62.54	3.66	10.49	20.88	3.23
20.	Norway	1984	56.84	8.23	11.47	15.90	7.56
21.	Poland	1985	51.09	4.45	13.52	28.16	2.78
22.	Portugal	1984	58.37	4.76	9.86	23.05	3.96
23.	Romania	1985	16.29	5.10	11.79	66.82	—
24.	Spain	1984	60.61	9.72	10.97	14.43	4.27
25.	Sweden	1984	47.28	7.92	11.77	29.50	3.53
26.	Switzerland	1985	58.09	10.73	9.31	21.87	—
27.	Turkey	1984	61.14	5.46	9.36	24.04	—
28.	UK	1983	45.39	12.67	15.80	18.47	7.67
29.	USSR	1985	37.91	—	7.30	54.79	—
30.	Yugoslavia	1984	48.29	5.60	8.66	37.55	0.90

Source: V. Nicolae, R.H.M. Smulders, M. Korka, "Statistics on Higher Education" CEPES, Bucharest, 1989.



NO OF STUDENTS ADMITTED IN THE FRESHMAN YEAR - DAY CLASSES





## CONCLUDING REMARKS

*Hywel C. JONES, Director of the Task Force Human Resources, Education, Training and Youth of the Commission of the European Communities*

I think that I am very lucky, after the last speakers, that I do not have to attempt to summarise or synthesise. It is my very pleasant responsibility to bring the conference to a close.

I would like to start by just saying that it has been a great privilege for my colleagues, Mr. David O'Sullivan and the team, and myself, to have been involved since 1989 in the launch and development of TEMPUS, and to have had the opportunity to play a very small part in the partnership and co-operation that has developed in the framework of the PHARE programme.

I feel that this has been a happy conference and an optimistic one. It is not easy to pack into two days, or a day and a half, so much substance and complex discussion. But I am glad there has been an opportunity to pool ideas and experience, also for the participants to renew friendships and to make new friends and contacts, because I firmly believe that without such personal contacts it would be impossible to build the kind of partnerships and relationships to which we are all committed.

The conference has taken place, as I think we are all more or less aware, at a very opportune moment. Yesterday, the Commission adopted the proposal for the second stage of TEMPUS. On Friday this week, we will begin the negotiations on TEMPUS II in the Education Committee of the European Community. And as Mr. Patrick Venturini said earlier, we very much hope that with the strong support of the European Parliament, the Council of Ministers will adopt TEMPUS II as early as possible in 1993. I believe, and I think this is a view generally shared by people in this conference, that it is vital to get as early a decision as possible on the framework for TEMPUS II, because of the lead-time that is needed for higher education institutions to plan ahead and to know with some degree of certainty that they can rely on a continuity of Community effort and support. This will be very important in the next stage; and I believe that in this conference we have got a lot of messages which we need to reflect on so as to give life to the revised TEMPUS that we will see adopted early next year.



The second reason why the conference comes at a very important time for us - and here again Mr. Patrick Venturini has underlined to you the overall political context in which we find ourselves - is that we move towards the ratification of the Maastricht Treaty. In its new Articles 126 and 127 there is a clear indication of the much stronger role education can play in building the kind of co-operation that is necessary, for economic, social and cultural reasons in the next phase of development of the Community. We feel that there is a very strategic importance to be attached to the contribution of the members of an higher education systems. And it was because of this that at the beginning of this year the Commission issued its Memorandum on Higher Education for the 1990s, setting out the major challenges and common issues facing the Member States. This memorandum has been under very active discussion at all levels within the Member States of the Community and, indeed, in some countries outside the Community. We will be collecting the responses and reactions in co-operation with the Member States for the end of the year so as to identify the best ways to move forward in partnership together on the European level.

In that context, I wish to draw your attention to the fact that in the coming weeks, as a follow-up to the memorandum, the Commission will issue a special report on university/industry co-operation - not as a set of recommendations to governments but as a synthesis of good practices that have been identified in different parts of the Community. Since this has been one of the themes that has emerged quite strongly in this conference, I hope that this report may be of use and that you will read it and exploit it as you wish.

What I would like to do is to invite everyone here to take responsibility for ensuring a follow-up to the conference. It is not simply the question of the Commission alone following-up the ideas and recommendations here. It is a question of partnership. First and foremost, I believe that this is important for the heads of institutions of higher education, from East and West, who are here; for the PHARE co-ordinators; for the representatives of the national authorities of the Community; for the representatives from other countries who are involved in TEMPUS; for a number of friends and colleagues in the so-called "Group 24" who are here; for the partners represented here who are very actively engaged in and supported by the world of industry and commerce. All of us together, working in partnership, must take action so that we can cooperate in the next phase of development.

This conference is not a one-off initiative. It is a point in a process of development and there will undoubtedly now be others to follow. It is not for me today, just out of the blue, to invent some dates or some suggestions, but I can assure you that there will be a number of follow-up initiatives that we will take, having taken account of the ideas that will emerge from you as well. As I go away this morning from the conference to talk with my own colleagues, I have noted eight points which I will want to discuss internally and they may be helpful to you. They only echo perhaps some of the points emerging from our discussions and certainly from the Rapporteurs this morning and I simply headline them to you.

1. Over the next eighteen months especially, we need to consolidate our achievements so far in depth. TEMPUS is still a tender plant. We have only been going for a short period of time. We have established some basis of mutual confidence in our capacity to work together. But we need to build even firmer, stronger foundations for a lasting long-term effort. We will certainly have a look at the many emerging suggestions from this conference within the framework of whatever decision is made on TEMPUS II and I can assure you that we will be looking as flexibly as we can at the general need for flexibility in the conduct of TEMPUS II.

2. We all need, at all levels, to find ways of exploiting and diffusing more widely the results of the good practice and experience that have been generated from the TEMPUS so far. We need to ensure generalisation of results and in particular (and I think I echo here one of the key messages I took away this morning), these results should cover the range of disciplines, perhaps with special emphasis on inter-disciplinary connections.

3. We need to think (and this is a considerable responsibility, I believe, for the main actors in TEMPUS and the national authorities in the countries of Central and Eastern Europe), about the linkage between grassroots-level initiative and action and the reform of the mainstream of the national systems and their capacity to innovate and change with greater flexibility, taking account of the rich and different experiences that will emerge from grassroots-level action. If we do not achieve that, then TEMPUS in the end (and PHARE too) will not be achieving success. It will simply be a set of interesting experiences at grassroots-level without the necessary multiplier value that I hope we can achieve.

4. We need (and you need) to reflect on the scope for encouraging ways of strengthening intra-regional co-operation between the countries of Central and Eastern Europe. In that context, I would invite you to look very carefully at ways of linking-up projects which have some relationship, or themes of common interest, so that we avoid what one of the Rapporteurs called this morning the danger of parallelism without the benefit of interaction.

5. We certainly need to ensure in the next phase of TEMPUS greater articulation between the effort we are making in TEMPUS and other bilateral or other initiatives. We could certainly look at that perhaps with our partners in the G24 and in the framework of the reflection and discussions in the TEMPUS Committee.

6. We need to build a much stronger capacity to monitor and evaluate, so as to shape our thinking and policy for the long-term. Let me say quite clearly that this is not simply a question of the Commission inventing a process of monitoring and evaluation and getting the blame as the inevitable scapegoat if things do not work out as well as had been expected ! This is again a shared responsibility, a responsibility that must be shouldered at the micro-institutional level, at institutional level, regional level and national level - at all levels. There is no way of making a simple evaluation

of the impact of TEMPUS. That is a pipe dream frankly, in my view. The evaluation of the impact of TEMPUS has to be operated at multiple levels and the strands have to be drawn together in as creative and dynamic a way as possible.

7. We cannot look at the reform of the higher education system in isolation. Rather we must work within the totality of the education and training system. We are all, I think, wedded to the notion of creating an active society, committed to life-long learning. One cannot isolate the higher education component from the rest, although it obviously has a huge multiplier capacity and contribution to make in that overall frame. This has come out again very clearly for me this morning.

8. We need to build much stronger bridges between our efforts in relation to higher education and the emerging effort of the Community in relation to Central and Eastern Europe for co-operation in research and development. We already have the basis of good co-operation within the Commission with DGs XII and XIII and I hope that we can in the next phase build upon that. I think that our colleagues who are closely involved in looking at the pattern of development in R&D and links with training can help us move forward into the next phase.

Those were eight points that struck me and there are undoubtedly others that will be recalled by you. It is in that spirit that we on the Commission side will go away to reflect.

May I then simply at the end thank you all for coming; for giving us your time, your commitment and your contributions. I am sure all of the participants would like me to thank the Chairmen of the sessions, the Chairmen of the working groups, the Rapporteurs, the Rapporteur-General. All have given us a tremendous contribution and we are indebted to each and every one of you for the work that you put in before the conference and your contributions during it. We hope for your continuing support in the exploitation of the ideas emerging from the conference.

I would like to give a very special word of thanks to the team of interpreters who have helped our discussions throughout and I may perhaps communicate that thanks through Mrs Renée Van Hoof, who is the Director-General of the interpretation service and who was here yesterday. In the co-operation with Central and Eastern Europe, the interpretation service of the Commission has made a very special contribution, as well as in the training of interpreters who are beginning to emerge as an absolute necessity for our co-operation as well. So our warmest thanks to the team of interpreters.

I would like also to give a special word of thanks, from the Commission, to all the colleagues in all the TEMPUS offices. They are often the unsung heroes who make things work. They help in the stitching together of the different arrangements and it has only been through a team effort with them that we are able to be where we are today. So we look forward to further co-operation.

Last but not least, you will forgive me if I express thanks also to my own team of colleagues, so ably led by David O'Sullivan, who have done so much work to make this conference a success, with the help of the EC TEMPUS Office. A special word to Gaby Hölbl, who has been the anchor in the whole operation.

May I then, on behalf of the Commission, wish you a safe journey home. We look forward to seeing and working with you again in what is a remarkable common effort.



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