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Working Documents

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DOCUMENT 1-1351/83

REPORT

drawn up on behalf of the Committee on Youth, Culture,
Education, Information and Sport

on higher education and the development of cooperation
between higher education establishments

Rapporteur: Mrs N. PERY

PE 80.724/fin.

On 24 June 1982 the enlarged Bureau authorized the Committee on Youth, Culture, Education, Information and Sport to draw up an own-initiative report on higher education in the European Community.

At its meeting of 28 September 1982 the committee appointed Mrs PERY rapporteur.

- At its sitting of 13 October 1982, the European Parliament referred the motion for a resolution by Mr KYRKOS and others on the establishment of a cooperative school in Greece (Doc. 1-693/82) to the Committee on Youth, Culture, Education, Information and Sport as the committee responsible and to the Committee on Agriculture, the Committee on Budgets and the Committee on Social Affairs and Employment for opinions;

- At its sitting of 15 November 1982, the European Parliament referred the motion for a resolution by Mr PEDINI and others on the 'Open University' (Doc. 1-759/82), to the Committee on Youth, Culture, Education, Information and Sport as the committee responsible and to the Committee on Social Affairs and Employment and the Committee on Budgets for opinions;

- At its sitting of 19 November, the European Parliament referred the motion for a resolution by Mrs THEOBALD-PAOLI on the creation of a European electronic and informatics college (Doc. 1-908/82) to the Committee on Youth, Culture, Education, Information and Sport as the committee responsible and to the Committee on Energy and Research, the Committee on Economic and Monetary Affairs and the Committee on Budgets for opinions;

- At its sitting of 16 May 1983 the European Parliament referred
the motion for a resolution by Mr BEUMER and others on cooperation between European universities (Doc. 1-258/83) to the Committee on Youth, Culture, Education, Information and Sport as the committee responsible and to the Committee on Social Affairs and Employment and the Committee on Development and Cooperation for opinions;

the motion for a resolution by Mr KYRKOS and others on a study for elaborating study programmes relating to the implementation of Community policies and assistance for the university college for the training of civil servants in Greece (Doc. 1-246/83) to the Committee on Youth, Culture, Education, Information and Sport as the committee responsible and to the Committee on Budgets for its opinion.

- At its sitting of 10 October 1983, the European Parliament referred the motion for a resolution by Mrs CASSANMAGNAGO-CERRETTI on the taxation of study grants awarded to young people (Doc. 1-742/83) to the Committee on Youth, Culture, Education, Information and Sport as the committee responsible.

At its sitting of 12 December 1983, the European Parliament referred the motion for a resolution by Mrs VIEHOFF on the establishment of a European Open University for Peace Research (Doc. 1-1102/83) to the Committee on Youth, Culture, Education, Information and Sport.

At its meetings of 19 and 20 January 1983, 26 and 27 May 1983, 21 and 22 September 1983, 4 November 1983 and 25 and 26 January 1984, the committee decided to consider these resolutions in drafting its own-initiative report.

The committee considered the present motion for a resolution at its meetings of 1 December 1982, 22 and 23 June 1983, 18 and 19 October 1983, 1 and 2 December 1983 and 25 and 26 January 1984.

At the last meeting it adopted the motion by 12 votes to 0, with 2 abstentions.

The following committees decided not to deliver an opinion:

- the Committee on Economic and Monetary Affairs on 15 February 1983,
- the Committee on Social Affairs and Employment on 17 June 1983 on the motion for a resolution in Doc. 1-258/83
- the Committee on Budgets on 17 June 1983 and 6 July 1983,
- the Committee on Agriculture on 6 July 1983,
- the Committee on Development and Cooperation on 4 July 1983.

The opinion of the Committee on Social Affairs and Employment on the motion for a resolution in Doc. 1-759/82 is attached to the present report.

The opinion of the Committee on Energy and Research will be delivered orally in plenary sitting.

The following took part in the vote: Mr BEUMER, chairman; Mr HAHN, vice-chairman; Mr SCHWENKE, vice-chairman; Mrs PERY, rapporteur; Mr ALEXIADIS, Mr ARFE, Mr BORD (deputizing for Mr GERONIMI), Mr BØGH, Mrs CINCIARI RODANO (deputizing for Mr BUCCHINI), Mrs GAIOTTI DE BIASE, Mr GEROKOSTOPOULOS, Mr PAPAPIETRO (deputizing for Mr FANTI), Mr PEDINI and Mrs VIEHOFF.
The report was tabled on 31 January 1984.

A

The Committee on Youth, Culture, Education, Information and Sport hereby submits to the European Parliament the following motion for a resolution together with explanatory statement:

MOTION FOR A RESOLUTION

on higher education and the development
of cooperation between higher education establishments

The European Parliament,

- having regard to the Treaty establishing the European Economic Community,
- having regard to the resolution of the Council and of the Ministers of Education meeting within the Council of 9 February 1976 comprising an action programme in the field of education¹,
- having regard to the resolutions adopted by Parliament on:
 - . the Europeanization of universities²,
 - . the mutual recognition of diplomas, certificates and other qualifications³,
 - . research in universities and its implications for European youth⁴,
 - . the allocation of aid to higher education institutions⁵,
 - . the European University Institute⁶,
 - . a Community programme in the field of education,⁷
- having regard to the following motions for resolutions:
 - . by Mr KYRKOS and others on the establishment of a cooperative school in Greece (Doc. 1-693/82)
 - . by Mr PEDINI and others on the 'Open University' (Doc. 1-759/82)
 - . by Mrs THEOBALD-PAOLI on the creation of a European electronic and informatics college (Doc. 1-908/82),
 - . by Mr KYRKOS and others on a study for elaborating study programmes relating to the implementation of Community policies and assistance for the university college for the training of civil servants in Greece (Doc. 1-246/83),
 - . by Mr BEUMER and others on cooperation between European universities (Doc. 1-258/83),
 - . by Mrs CASSANMAGNAGO CERRETTI on the taxation of study grants awarded to young people (Doc. 1-742/83),

¹OJ C 38/1, 19 February 1976

²OJ C 139/14, 28 October 1969

³OJ C 139/15, 28 October 1969

⁴OJ C 139/16, 28 October 1969

⁵OJ C 239/14, 20 October 1975

⁶OJ C 144/27, 15 June 1981

⁷OJ C 87/89, 5 April 1982

- by Mrs VIEHOFF on the establishment of a European Open University for Peace Research (Doc. 1-1102/83),
 - having regard to the report by the Committee on Youth, Culture, Education, Information and sport and the opinion of the Committee on Social Affairs and Employment (Doc. 1-1351/83),
- A considering the growing importance of the debate on the identity of the Community and role which higher education should play in the development of a 'European awareness' among the citizens of the Community,
- B considering the Solemn Declaration on European Union adopted in Stuttgart by the European Council, and in particular the part concerning the promotion of cultural cooperation,
- C whereas European universities and colleges have been the most important centres of European culture and scientific progress in recent decades and considering the importance of higher education for the future of the Member States and the assertion of their identity in a crisis-ridden world,
- D concerned that in both the scientific and economic fields the Member States have fallen behind in relation to the USA and Japan, a phenomenon which is reflected, on the one hand, in the small number of Nobel prizewinners and of patent applications in Europe and, on the other, in the leading position of the USA and Japan in the most advanced technologies and Europe's ensuing losses on the market and the unemployment which results,
- aware that this precarious situation in Europe can only be overcome by achievement of the highest standards in research and teaching by research workers, teachers and students,
 - convinced that the research which is to be promoted should concentrate on the innovative natural sciences and technologies which nowadays are developing particularly rapidly, but that the liberal arts and humanities, without which our culture would develop in a one-sided manner and become impoverished, should not thereby be neglected, and that emphasis should be placed on increasing the individual's capacity for logic and reasoning, thereby guaranteeing his intellectual freedom;
- E whereas it is essential to develop the exchange of knowledge and encourage the mobility of teachers in response to a changing society in which science and culture will play an increasingly decisive role;

- F considering the far-reaching changes which have come about in the way of life of European people, such as longer schooling, shorter working hours and the need for further training;
- G considering the serious economic crisis which the countries of the Community are undergoing and the consequences it entails: structural unemployment, changes of occupation, mobility, training in new technologies and new methods of production;
- H considering that this economic crisis demands a concerted revitalization of basic and technological research, an effort to exploit human resources to the full and the creation of a cultural environment capable of encouraging and mastering innovation;
- I considering the contradiction between the increase in the demand for higher education, related to the current progress of science and production techniques, and the scarcity of the supply of work, determined by the economic crisis;
- believing that a reform of higher education to make it capable of accomplishing its tasks in a satisfactory fashion cannot be conceived in isolation from the problems of production and the organization of society, in terms of both qualifications and of structuring the supply of work;
- J whereas higher education systems which have failed to adapt to changes in society have played a major part in the growth of unemployment among young graduates, thus triggering a deep social, political and moral crisis among students;
- K bearing in mind the difficulties which higher education is encountering in the ten Member States of the Community;
- L while noting the traditional independence of, and competition between, higher education establishments in most of the Member States;
- M having regard to the numerous projects for reform which are currently under way in the various Member States;
- N considering the models of cooperation already introduced by higher education establishments in the Community which, in spite of the great difficulties encountered, have achieved remarkable results and whose merits have thus been recognized in practice;

- 1 Reasserts the need for intensive cooperation between the Member States in the field of higher education to open the way for continuous exchanges between the universities of the Member States, thus reviving the ancient traditions of European universities, on the basis of the resolution of 9 February 1976;
- 2 Calls on the Member States to base this cooperation on the following principles:
 - (a) expenditure on higher education must be regarded as an essential investment for developing the intellectual and innovatory capacity in response to the technological challenges of the third industrial revolution;
 - (b) every effort must be made to further the development of the humanist, scientific and creative heritage proper to the tradition of European universities, founded on the formation of character, the universality of reason and the creation of a dynamic social environment capable of adapting and accepting changes in society;
 - (c) even if they have no financial resources, young people with the necessary qualities must be given access to higher education, to provide a broader recruitment basis for European research;
- 3 Considers that this cooperation must enable the scientific potential of the Community to be exploited to the full and place the higher education establishments in the Community in a position, according to their respective activities, to achieve standards in research and teaching and to train highly qualified research workers on a par with the standards set in the other leading industrialized nations;
- 4 Believes that this cooperation must, finally, prepare young people to work also in the poorer regions of the world, where scientific, cultural and technological progress may help to promote development;
- 5 Takes the view that the following action is required to ensure that higher education is effective:
 - (a) promotion of close cooperation between higher education establishments and the economy, but also with independent research institutes and major foundations which work for the furtherance of scientific and cultural aims;

- (b) coordination between higher and secondary education to be improved in order to provide young people with better guidance from secondary level onwards and thus reduce the failure rate in higher education;
 - (c) higher education to be opened up to the maximum number of young people and adults desiring it on the basis of the requisite aptitude and qualifications and not determined by social criteria or wealth, as cultural development is a key factor for the future of the European Community;
 - (d) structures to be diversified by developing new formulas - short courses, 'Open University', continuing post-university education, correspondence courses - aimed at people in employment or the unemployed and those not on the labour market: housewives, pensioners, etc.;
 - (e) ability to adapt to be developed, by introducing new disciplines, particularly the advanced technologies, establishing closer relations with the working world and improving knowledge of the social and economic environment;
 - (f) post-university specialist training to be intensified, in order to stimulate research;
 - (g) special programmes to be subsidized for the promotion of excellence in research and science, and financial resources to be made available for that purpose;
 - (h) social and working conditions of students, teachers and researchers to be improved and greater geographical and vocational mobility for teaching and research staff to be ensured;
- 6 Considers, in view of the expected drop in numbers studying in the twenty years to come, that it is necessary to start thinking about the financing of higher education establishments, which at present is based primarily on the number of students, while also taking account of forecasts for the development of cultural and scientific activities related to expected developments in society;

Social and financial situation of students

- 7 Protests at any increase in, or introduction of, enrolment fees which unduly restrict admission to higher education;

- 8 Protests particularly at discrimination against students who are nationals of other Community countries or third countries through special enrolment fees;
- 9 Invites the Commission to make proposals to the Council for common solutions to the problems posed both for students and for their host countries by the so-called 'numerus clausus' system operating in some Member States;
- 10 Hopes that the development of loan systems does not discourage young people who cannot give the lending bodies an adequate guarantee of repayment;
- 11 Draws the attention of Member States to the fact that a reduction in the number of grants available following first examinations is likely to reduce the numbers of potential high-level researchers;
- 12 Calls on the governments of the Member States to exempt all grants from taxation, especially those awarded to young unemployed people seeking to improve their qualifications, and to make substantial increases in grants awarded to students from the most under-privileged sections of society;
- 13 Calls, in addition, for special efforts to improve the services offered to students, namely: accommodation, catering and welfare services;

The situation of teachers and researchers

- 14 Hopes that the reforms which are under way with regard to the status, working conditions and financial situation of teachers and researchers will
 - (a) reduce the glaring inequalities which exist at present (salaries, careers, timetables),
 - (b) lead to better vocational and in-service training which, if necessary, will allow redeployment of higher education staff,
 - (c) bring into line the rules governing the various types of teaching and the systems in the Member States to encourage the mobility of teachers and researchers;

Cooperation at Community Level

- 15 Calls for the necessary measures to be taken for the development of exchanges and genuine cooperation at Community level between higher education establishments, and therefore calls for:
 - (a) every Community student to be able to continue to receive grants from his country when he carries out his studies in another Member State;

- (b) the establishment at European level of criteria for the award of grants supplementing national grants and intended to promote exchanges, in particular for the language training which is essential for greater student mobility, or to promote better training of research workers;
- (c) the harmonization, as a means of facilitating the mobility of students and teachers, of regulations or legislation on:
- the conditions of admission for students from other Community countries (documents and other certificates, enrolment fees, insurance, residence permits and work permits),
 - the conditions for the award of grants, and especially their exemption from any form of taxation,
 - social security cover,
 - the dates for the beginning and end of the academic year,
- and with regard to teachers and researchers:
- the general introduction of a sabbatical year,
 - the alteration of regulations to encourage teachers to move within the Community;
- (d) measures to be taken to encourage teachers to move within the Community;
- 16 Emphasizes, among the measures aimed at encouraging the mobility of students, the importance of developing the teaching of foreign languages and requests Community aid for the financing of exchanges for the purpose^a of language study, the provision of a wider range of languages courses, dealing in particular with specialized terminology in all the Community languages, the encouragement of exchanges of secondary level teachers, the temporary employment of foreign students as technical assistants or supply teachers, and language study scholarships in the smaller countries of the Community;
- 17 Calls for the creation of a flexible consultation structure enabling the measures taken on specific matters and at the request of the individuals concerned or of the Commission of the European Communities to be co-ordinated among universities and other higher education establishments;
- 18 Calls on the European Foundation, once its Community vocation has been safely established, to study the possibility of setting up its own universities service, for the purpose of promoting exchanges between European universities;

- 19 Acknowledges the effort which the European University Institute is undertaking to increase the effectiveness and scientific validity of its work and, bearing in mind the recommendations expressed by Parliament on several occasions, hopes that its research will take on a constantly increasing relevance to real problems and to the cultural and scientific requirements of the Community;
- 20 Draws attention to the obligation imposed by the EEC Treaty to achieve mutual recognition of diplomas and periods of study;
- 21 Approves the aid given to research and documentation centres on Europe but hopes there will be more studies on the impact of European integration on subjects such as law, history, technology, etc.

Joint study programmes

- 22 Supports the action taken by the Commission, which, through its joint study programmes, is achieving genuine mobility of students and teachers;
- 23 Stresses that the proposals made above are crucial for the future of joint study programmes;
- 24 Hopes that these pilot projects will lead to a genuine Community policy on exchanges of individuals, knowledge and teaching experience;
- 25 Urges a substantial increase in the appropriations earmarked for joint study programmes;
- recommends that these programmes are so organized as to encourage the involvement of all the Member States and, more especially, of the peripheral regions of the Community;
 - calls for greater transparency in the Community budget, to be achieved by inserting a specific line in the relevant chapter;
- 26 Asks the Commission to organize in 1985 a conference of programme directors to evaluate the results obtained since 1976 and to ensure that better information is made available on the methods used in these programmes and their results and future development;

Creation of European institutes

- 27 Invites the Commission of the European Communities, in cooperation with the governments of the Member States, to encourage the establishment of a 'European Electronics and Informatics College';

- 28 Invites the Commission of the European Communities to investigate the possibility of introducing other Community structures, such as European Chairs of physics and chemistry;
- 29 Believes that such measures would avoid wasteful duplication in the field of research and might contribute to the development of a 'Community scientific area' to meet the challenge of American and Japanese competition;
- 30 Believes that consideration should be given to the possibility of introducing a European post-graduate qualification, which would be recognized throughout Europe;
- EEC cooperation with ACP and Latin-American countries
- 31 Calls on the Commission of the European Communities to examine a system of finance to release, under the Lomé Convention, the resources needed to establish closer cooperation between higher education establishments in the EEC and the ACP States;
- 32 Hopes that such cooperation will also be set up with higher education establishments in Latin America;
- 33 Instructs its President to forward this resolution to the Council, the Commission of the European Communities and the governments of the Member States of the Community.

B.

EXPLANATORY STATEMENT

At present the societies of the West and in particular the ten countries of the Community are experiencing radical changes, changes in production methods and techniques, a revolution in the field of communications and interpenetration of their economies at the world level. These changes are affecting the social system as a whole and are reflected in the short term in the slowing-down, not to say arrest, of economic growth and, at the social level, in a very high level of unemployment.

Higher education is an integral factor in the economic and social system of the Member States. It plays a dual role, an economic one in that it trains the agents of production and a social one in that it provides intellectual training for the individual and trains those responsible in the economic, political, cultural and social spheres in our countries.

However, higher education is being affected in various ways by the changes traversing our societies. It is directly affected by the budgetary constraints imposed by the Member States and by unemployment. Furthermore, it is going through a serious crisis as its aims, methods and content are called into question. It would appear that higher education is finding it increasingly difficult to discharge its traditional economic and social roles and to respond to the challenges of a changing world.

In this situation which has been the subject of study for several years - by this is meant the intensive studies and discussions conducted by international organizations such as UNESCO, OECD, the ILO, the Council of Europe and other bodies and associations specializing in this field,- it seems essential that the European Parliament should make its own contribution, not by proposing cut-and-dried solutions, for those do not exist, but by indicating ways which, in its view, would restore to higher education its proper role and function as a driving and innovative force in the face of the intellectual and technological challenges confronting our countries.

At the Community level it is also a question of suggesting how best to develop the cooperative measures proposed by the Council of Ministers in its resolution of 9 February 1976¹ and encouraged on various occasions by Parliament, the implementation of which by the Commission, the Member States and the institutions of higher education is already showing some promising if inadequate results. Such cooperation seems to us indispensable, because European integration and the general improvement of higher education as well as the economic and social health of the Member States demand greater interchange of knowledge and individuals.

I - What kind of higher education for tomorrow?

The generic term higher education covers a great multiplicity of situations among the Member States and within each individual Member State in what comprises the post-secondary stage.

Higher education covers the universities and other higher education institutions, that is, approximately 3,500 establishments in the Community, divided into numerous departments, institutes, centres, various colleges. We felt we should look at all of these, because in our view the multiplicity of forms of higher education is a factor of change, stimulates research and innovation and is a precondition for better adaptation to the radical changes affecting our societies.

A - Present situation and trends in higher education

Although the situation is not identical in all the Member States, it is possible to discern trends common to them all.

1 - Thus, as regards the student population, the numbers steadily increased between the years 1950 and 1970. This growth in students in higher education was due mainly to demographic reasons and the raising of the school-leaving age and therefore an improvement in the average intellectual level, linked to a genuine improvement in standards of living.

However, one finds that in this period, which coincided with strong economic growth and comparative liberality as far as the granting of funds to higher education was concerned, the quantitative expansion was not

¹OJ C 38, 19.2.1976, page 1

accompanied by significant changes in the structure of higher education. The two phenomena of growth and generous funding resulted in the proliferation of institutions of higher education outside the university system - which remains dominant - and set up in piecemeal fashion to answer the needs of the moment.

Since the 70's (see Annex 1 - Table 1) the growth rate of enrolments at institutions of higher education has been slowing down in all Member States, with the notable exception of the Federal Republic of Germany. This trend is not entirely offset by the growth in the number of girls continuing their studies after secondary school. Long-term forecasts suggest that this trend will accelerate. This can no doubt be explained at least partly by demographic factors (the drop in birthrate) but also by the emergence of widespread scepticism in society regarding a type of education which no longer corresponds to people's aspirations.

One could imagine that at a time of high unemployment this downward trend in student numbers might slow down, since an extra period of study might be regarded as a respite before enrolment among the unemployed. This would in the long run exacerbate the situation in higher education and delay the radical changes required to deal with the economic crisis and the challenges facing our societies.

Another new feature of the situation should be stressed: the average age of students enrolling in institutions of higher education is tending to rise, while there is an increase in the number of adults or young adults starting or resuming studies at this level. Nonetheless, the secondary schools remain the main source of undergraduates and college students.

Whereas in the earlier period higher education concentrated mainly on absorbing the influx of students without undertaking any real reform of its structures, methods or organization, the period now beginning

should be one in which better solutions are found to deal with the new situation. This turning-point in the rather static tradition of higher education is due to the pressure exerted by the students' circumstances and to growing State intervention.

2 - The growing intervention of public authorities in higher education is due partly to the significant increase in student numbers at the end of the 60's, which meant that the number and location of new establishments had to be planned at national or regional level, to the concomitant increase in the costs of higher education in the national budget and, with the onset of budgetary austerity, to the need to deploy more limited resources as effectively as possible. State intervention still differs from country to country, being more direct and authoritarian in some than in others.

However that may be, most of the Member States of the Community, despite the most deeply rooted traditions of autonomy of higher education, have been forced to draw up schemes for reforming higher education and in general they have all adopted a policy on higher education, demonstrating in this way the importance which they attach to this sector when considering their economic and social policies. The laws concerned are intended either to reorganize the existing systems, as in the case of the Belgian Law of 7 July 1970 on the general structure of higher education, or to provide rules on particular issues, for example the Danish Law of 1 June 1976 on access to higher education. Although the 'Länder' are responsible for education in the Federal Republic of Germany, a federal law of 1976 laid down the general principles governing higher education and is designed to bring the laws of the 'Länder' in this sector into line with one another.

Italy embarked on global university reform with the law of 1980. In Greece, the Law of 1932, already amended several times, in particular in 1978, is in process of being revised again. In France, the guideline law of 1968 is being completely overhauled, while the Netherlands has started work on a reform of university courses.

State intervention is not generally confined to proposing general frameworks and global structures for higher education but has in many cases sought to promote new solutions entailing objectives, content and methods designed to break up the traditional systems, whether in the university category, general education not geared specifically to professional life and involving a comparatively long period of study, or the non-university sector with a more vocational bias, but to which access is limited to a certain category of students on an elitist or too specialized basis, which reduces the scope for retraining or adaptation later. This new approach to higher education will now offer original schemes of short duration which will be multi-disciplinary and of a more vocational nature: polytechnics in the United Kingdom, Gesamthochschulen and Fachhochschulen in the Federal Republic of Germany and the I.U.T. in France, for example.

Lastly, State intervention occurs in a very direct and concrete form at another level: finance. In all the Member States, virtually all institutions of higher education are financed wholly or partly by public funds allotted according to the number of students on the register.

Although the share of higher education in the total budget of the Member States (see Annex I - Table 2) has tended since 1975 to stabilize after the continual rise during the boom period, it is still relatively large when one considers the small numbers of students in higher education compared with the school population as a whole, for example (see Annex 1 - Table 3). This therefore leads the States to intervene in the use of public funds or at least to exercise strict control over the way in which they are utilized.

Lastly, when we speak of the costs of higher education we generally think of public funding and fail to take into account the equally important role of private finance, by which is meant the student's financial contribution, which more often than not devolves on the family. This contribution, which is hard to assess and consequently often underestimated, is a decisive factor in the problems experienced by children of the underprivileged social classes when faced with often long and certainly costly studies. The grants, scholarships or loans are generally inadequate both in number and value.

Against the background briefly outlined here we need to define guidelines to enable higher education to escape from the present impasse and restore to it its role of a dynamic and efficient public service.

B - Proposed guidelines

1 - The aims of higher education

Before proposing guidelines which it is hoped might restore to higher education its place and role in our societies, it is as well to recall the fundamental objectives proper to higher education, whatever other changes may have supervened.

The first is that of ensuring the balanced development of the individual. In addition, it must enable individuals to be integrated more easily into society by increasing their chances of developing their capacities at the cultural level and also of finding a job. Higher education must also promote the development of intellectual and innovative capacities to answer present technological challenges and ensure the cultural development vital to innovation and high-level research. It must promote the creation of a social fabric capable of adapting itself and coping with the changes in society and, lastly, foster respect for democratic principles, the bases of the political systems in force in the ten countries of the Community.

To enable higher education to discharge its 'mission' as effectively as possible it is necessary to provide it with the requisite financial resources and the no less vital material and human resources.

Let it be stressed first of all that funds for higher education must not be reduced. Even at a time of planned or obligatory austerity it must be remembered that a reduction in the financial resources allocated to higher education would lead sooner or later to a deterioration in the intellectual level of the Community countries and place them at a disadvantage in the technological and economic battle in which the developed societies are now engaged. It would tend to erode the human resources which, in certain countries, are the only, or virtually the only, resources of any consequence. Lastly, and above all, it would undermine the cultural and political development of our societies.

The problem, then, is how to bring our policies on higher education more into line with the demands of its users and the long-term needs of society.

2 - Structural adjustment of higher education

The debate already begun in many quarters on how to adapt the structure of higher education and make it more flexible must be continued. This debate between those responsible in higher education, the public authorities and those who use it must focus mainly on the following points:

- encouragement of competition between higher education establishments so as to stimulate research and innovation and thus improve the general level of higher education,

- the development of non-traditional formulae - short courses - continuing education - Open University - summer courses - sandwich courses - combined work and training schemes - correspondence courses - approaches which must be included within the higher education framework and not as something separate, so that they can exert a modernizing influence on the conventional type of higher education,

- the introduction and development of new disciplines, particularly new information technologies,

- stepping up contacts with the working world and improving knowledge of the social and economic environment,

- greater teacher and student mobility within single institutions, between institutions in a country and between institutions in the different countries of the Communities. This requires a new approach to the terms of employment of teaching staff, funding arrangements and the academic calendar, and the elaboration of new methods of teaching,

- support for research in all its forms, in particular basic research, which remains one of the primary vocations of higher education.

3 - Preparation for working life: better social and professional integration

There is no question whatsoever of reducing the task of higher education to that of a vocational training service channelling students into narrow branches leading to a specific profession. It must, however, be observed that the present crisis in higher education is due partly to the irrelevance of students' education to the social economic environment in which they have to live and work. This is reflected in the arrival on the employment market of young people with theoretical, often very general, knowledge bearing no relation to reality.

At a time of economic crisis, unemployment among graduates increases rapidly. It is now affecting not only graduates in sectors which have not traditionally been geared to specific jobs (literature, sociology, etc.) but also in those which have hitherto been likely to lead to employment (law, medicine and science).

Given these new facts it becomes a question of equipping young people with the means of facing a rapidly changing and therefore difficult future in the best conditions possible. These means may be technical: the utilization and mastery of the new information, data-processing and robot technologies. They may also be socio-professional in character, familiarizing students with the work environment by apprenticeships and contracts with undertakings, local communities and professional and trade union organizations. This approach must not end up producing highly qualified technicians who are over-specialized in a particular branch, which would mean that they lack professional mobility which is a decisive factor in modern economic and social life.

4 - Making higher education more democratic

Higher education must be open to as many young people as possible. Students must be admitted on the basis of skills and qualifications rather than social criteria or luck. This approach is not merely a matter of philosophical or social principle but is also based on the fact that recruiting from a wide social range is bound to encourage the emergence of candidates of high intellectual calibre and advance society as a whole.

(a) The problem of selection

However at present there is a high drop-out rate before completion of higher education. For instance in France on average 40% of students break off their studies before getting their first degree. Could this drop-out rate, which is damaging, first and foremost for the student, but also for society, be reduced by the general introduction of selective admission procedures for higher education?

It should first be pointed out that where selection is not official it operates in a haphazard manner and it is primarily students from the under-privileged sections of society who fall by the wayside. They break off their studies either for financial reasons or because of problems of psychological or social integration.

In any case a final and satisfactory solution to the problem of selection for higher education institutions has not yet been found in any country. The systems vary from country to country and from one higher education institution to another. In France for example admission to the 'grandes écoles' and some university disciplines is by competitive examination. In theory these have the virtue of being egalitarian as they are based on the candidate's intellectual abilities but these difficult competitive examinations require many years of preparation and moral and financial support, particularly from the candidate's family. This therefore reinforces the inequality at the outset and sharply divides those establishments with rigorous selection procedures from those with none.

In the United Kingdom admission is on the basis of marks obtained in secondary studies backed up by interviews. This allows colleges to restrict their intake but may increase the disparities of level among higher education establishments.

However, in addition to these systems based mainly on merit there are other ways of selecting students which depend largely on chance or on financial resources. Thus in certain countries, because of the pressure on places, the system of 'numerus clausus' has been adopted. While this system may work well where it is used, it has unwelcome repercussions on the student, who, despite his qualifications, is refused entry to a higher education establishment in his own country and is thus obliged to go to a foreign country to study without being able to derive the full benefit of a voluntary stay abroad. Furthermore this influx of foreign students poses a whole series of problems which are difficult to resolve for the host country.

In most countries there is a system of selection by money; some establishments fix prohibitive registration fees.

In this light and in view of the predicted steady decline in the numbers of students, we do not think that there should be more rigorous selection for higher education. However to tackle the high drop-out rate during the first few years of study and unemployment amongst students who do not obtain their degree, certain measures should be taken which will have a long-term impact:

- While higher education institutions should be left free to choose their method of enrolment, all young people with the necessary qualifications, i.e. in most cases those who have passed the examinations at the end of secondary schooling, should have the right to enrol at a higher education establishment.

- Coordination between secondary education and higher education should also be improved so that young people in secondary education are better informed and better advised on the basis of their inclinations, their abilities and the opportunities available.

- A wider range of subjects in the first years of higher education should give the student a wider choice and make it easier for him or her to choose which direction his or her studies should take and facilitate his or her social and professional integration later on.

- Finally it is vital to increase substantially the grants allocated to students from the most underprivileged backgrounds and to young unemployed people who wish to resume their studies.

In conclusion it should be stressed that neither the absence of selection nor careful and fair selection can, as things are at present, further genuine democratization of higher education. The percentage of the school population from lower income groups who do not enter higher education will not diminish significantly in the near future. Equality of opportunity presupposes a global change in the socio-cultural milieu in which the young person grows up. While action in this field can only be the result of long-term efforts involving substantial changes in society, a partial remedy at the level of higher education can be found in the concept of continuing education.

(b) Continuing education

The democratization of higher education also means making it accessible to everyone who wants to improve on their initial education, irrespective of their situation or age. Continuing education is a phenomenon which has developed over the last few years and the number of adults to be found among the student population is on the increase.

Continuing education takes many different forms and is notable for its flexibility, its capacity to adapt to the needs, work situation and life of its users. The term 'continuing education' covers cultural courses without a specific vocational purpose for retired people - the university of the 'third age' in France - study to improve one's knowledge of one's professional field not leading to a diploma - continuous post-graduate study for doctors in the Netherlands - courses leading to a diploma for those who cannot attend conventional types of course, either because they work full time or for various other reasons, in particular family reasons - housewives with young children. The latter type of continuing education exists in most of the Member States in the form of correspondence courses and the like which use audio-visual means - radio and television - and the postal services or sandwich courses.

Two forms of continuing education are worth emphasizing: prison education and the Open University.

Interesting experiments in higher education are being tried in the context of prisoners' social reintegration, although they are confined to a very small section of the prison population. They concern prisoners who had the necessary level of education before their imprisonment or those who have been able to receive a full school education in prison. These experiments which are being carried out in the difficult conditions of prison life - scant financial resources, disparities in treatment between different prisons, frequent movement of prisoners, lack of staff, etc. - are worth continuing and emulating more widely because of the positive results in both cultural and human terms.

In a totally different context the Open University, a British institution founded in 1971, has assumed special significance over recent years since it benefits over 75,000 students. Its aim is to enable those who for various reasons, in particular lack of the necessary qualifications, are unable to pursue higher education courses of the conventional kind, to obtain a degree, whether a first degree or a master's degree. Directed from a central unit situated not far from London in Milton Keynes, the courses are relayed by audio-visual means, by the postal services and by tutors provided from the staff of the institution of higher education nearest to the student's place of residence.

For this kind of education the student must be highly motivated, since the greatest problem is the lack of flexibility in the timetables and arrangements for the use of laboratories or libraries.

Up to now the Open University has partially achieved its objectives of spreading the benefits of university education more widely, since the proportion of its students coming from sections of the population which are normally deprived of higher education (workers, traders, low-grade employees) is higher than the national average. However, although the Open University may eliminate the administrative obstacles, it does not succeed in overcoming the socio-cultural obstacles to any significant extent; thus it does not attract enough manual workers or housewives.

5 - Democratization also means improving the social situation of those who use higher education

(a) Teaching staff and research workers are the constant factors in higher education and they bear the heaviest responsibilities. There is no call to invoke the principle of vocation or the length of their holidays. There is a sense of deep malaise among them mainly due to frustration at seeing the traditional respect for their role in society eroded, but also due to difficulties relating to their status, working conditions and financial situation.

In the boom years of higher education, in order to cope with the large numbers of students, institutions of higher education recruited teaching staff on a massive scale while preserving the recruiting methods and career structures which had served up till then. In most Member States we have witnessed the training of a large number of teaching personnel without official recognition, without career prospects, overworked, underpaid and sometimes at the mercy of other teaching staff empowered to apply the rules of recruitment and promotion. In these circumstances and given the crisis in higher education and policies of budgetary austerity, the situation of such teachers has become precarious and they are suffering the full impact of unemployment. Furthermore, with recruitment drying up a whole generation of highly gifted thinkers has been lost to higher education, which can only mean its impoverishment.

There is a strong case for revising the recruitment, hierarchical and career systems which were established at a time when higher education was intended for a small elite. Career structures should also be modified so that there can be continuing training, real mobility and opportunities for re-training either within higher education or outside. Lastly, as far as salaries are concerned, the most glaring abuses must be ended and workloads spread more equitably so that lecturers called on to do some of the work of the established staff can at the same time live decently, teach properly in the best conditions possible and complete the research work on which they will ultimately be judged.

(b) The popular view of the student is of someone who costs society a lot of money for future benefits which are often poorly understood. This image must be corrected and the problems facing students recognized.

We have seen above that one of the reasons for students dropping out of courses of higher education is their non-integration into the student milieu. It is also connected with financial problems. While it is true that all the Member States have introduced systems for subsidizing students, scholarships or loans, and that in most the registration fees are relatively low (see Annex 1, table 3), the cost of studies is nevertheless very high.

Here we must condemn two trends to be observed at present in many Member States. Under the pressure of austerity policies there is a tendency to reduce the number of grants, or at least not to increase them in step with the cost of living or to replace them by a system of interest-free loans which must be repaid when the student has found a job. The latter formula presents dangers: for one thing, these loans will be granted more readily to students who are solvent - which implies family resources - and for another it cannot be taken for granted in a period of economic crisis that, even if he has the best of qualifications, the student will easily find a job which will enable him to repay a loan at a time when he is thinking of establishing a family and therefore faces additional expense.

The second trend, which is bound up with the public authorities' resolve to restrict access to higher education, is to put up enrolment fees or to introduce them where they did not exist before. Certain States, under pressure from the influx of foreign students levy higher enrolment fees to discourage them from enrolling in their institutions of higher education. This affects not only nationals of Third World countries but also, in certain cases, those from Community countries.

Finally, in some Community countries study grants are subject to tax. Such a tax is, to say the least, surprising as it runs counter to the purpose of such financial aid for students who cannot finance their studies from their own resources.

If higher education is to meet the needs of society, it must above all be an open system enabling individuals to acquire the knowledge which is vital for their personal development, whatever their social, religious or racial background. Higher education must therefore be opened up and adapted to the new economic and technical conditions within a country, and must also be more open to outside influences through greater cooperation with institutions of higher education in other countries and, first and foremost, in other Member States.

II - Cooperation in higher education

The celebrated flowering of the universities in the Middle Ages was partly due to a tradition of cooperation between universities and exchanges of teachers and of students. This tradition has not been lost in Europe, but it has come up against many obstacles ranging from the language barrier to administrative rules and regulations.

The initial work of European integration has tended to be directed at economic objectives, but such objectives, the achievement of which is in any case still a long way away, seem too limited and do not answer the legitimate aspirations of the peoples of the Community. The need for Community action in the education sector is becoming increasingly apparent, as various initiatives testify, particularly the Solemn Declaration on European Union of 19 June 1983. The structural diversity found in higher education precludes any idea of a Community policy directed towards harmonization, which would in any case hardly be desirable, since the Community is the richer for its cultural diversity; but some form of Community action should guarantee the conditions for better cooperation between institutions of higher education by gradually eliminating obstacles of all kinds and at the same time encouraging cooperation by setting up a genuine Community programme of student and staff exchanges.

A - The bases for cooperation at Community level

In its resolution of 9 February 1976, the Council of Ministers declared its determination to promote European cooperation in the field of education in view of 'the contribution such cooperation can make to the development of the Community'. They added: 'It is necessary to promote cooperation in the field of higher education'¹ and proposed specific measures: the development of contacts between institutions of higher education, the organization of joint study or research programmes, modifications to the conditions governing admission and the granting of scholarships, proposals to eliminate obstacles to the mobility of teaching and research staff and students, etc.

The Committee on Youth, Culture, Education, Information and Sport endorses the objectives listed in the Council resolution and approved subsequently by the European Parliament. It is surprised that so little progress has been made over the last few years for lack of political will and resources.

¹ OJ C 38, 19.2.1976, page 3

The ultimate objective of successful cooperation at Community level is to improve the quality of higher education and research by promoting the exchange of experience between higher education establishments, which implies much greater mobility of teaching staff, research workers and students within the Community.

Possibilities for students, teaching staff and research workers to pursue their studies or careers wholly or partly in another Member State would in the long term make it easier for them to find openings on the job market in view of their larger fund of scientific experience, better knowledge of foreign languages and contact with different modes of living and thinking. Such a development would also promote exchanges of information, expand documentary resources and stimulate the development of scientific research.

The exchange of experiences and ideas would also make it possible to revise conventional methods used in institutions of higher education, encourage pedagogical experimentation and make the structures of higher education more flexible, in other words enhance the prospect of renewal within the whole higher education sector in the Member States.

Lastly, it would contribute to the construction of Europe in that, as the Economic and Social Committee has said, 'Education is central to the full and healthy development of the Community'¹.

B - Eliminating barriers to mobility

1 - Recognition of diplomas and periods of study

Article 57 of the EEC Treaty stipulates that the Council, on a proposal from the Commission, should issue directives for the mutual recognition of diplomas, certificates and other evidence of former qualifications. This provision, which has not yet been put into practice, is designed to facilitate the free movement of persons and freedom of establishment.

On numerous occasions the Committee on Youth, Culture, Education, Information and Sport has pressed the Council to act in this field². It seems however that, given the complexity of this whole problem due to the structural differences in the education systems of the Member States, the academic recognition of diplomas can be regarded only as a long-term objective, which we must continue to pursue without expecting immediate results.

¹ OJ C 255/10, 7.11.1975

² In view of the importance of this subject the committee has decided to devote a separate report to it on the basis of proposals from the Commission (COM(81) 186 final)

2 - Mobility of teaching staff and students

To promote and encourage the free movement of students and teaching and research staff it should be possible to achieve a significant degree of alignment between the ten Member States in various spheres:

- There could be a minimum of coordination regarding the periods of attendance so that a student is not penalized when going to study in another country in which the dates for the beginning and end of courses differ from those in his home country.

- Pursuant to paragraph 14 of the resolution of 9 February 1976 those responsible in higher education should quickly agree upon a common approach to conditions of admission for students from other Member States into their institutions.

- This would lead to the harmonization of rules or provisions governing student welfare and grant and scholarship schemes. The system of bursaries available at Community level for specific purposes (joint programmes of studies and visits of short duration, scientific and technical post-graduate research, research into European integration) should be extended and modified so as to create a real programme of Community assistance to students in higher education.

- The competent authorities in each Member State should respond to the invitation to them in paragraph 15 of the resolution of 9 February 1976 and modify the laws or internal rules of institutions of higher education to facilitate the free movement of teaching staff and research workers: by introducing a sabbatical year, and taking into account years spent outside the particular establishment in the assessment of seniority, promotion and pension entitlements. In a word, they should ensure that a stay of any duration in another Member Country does not damage the career of teaching or research staff but, on the contrary, that such staff are encouraged to move about.

- Lastly, the teaching of foreign languages should be expanded, since this is essential if there are to be more exchanges. For this the competent authorities in the Member States and in higher education must be persuaded that the teaching of foreign languages, and more particularly those used in the Community, must be given high priority and they must make available substantial financial resources for the purpose (development of teaching by audio-visual methods, training periods abroad for language teachers, etc.).

3 - Consultation at Community level

To put such coordination into practice there has to be consultation at Community level. This was in fact envisaged in the Council's resolution of 9 February 1976: 'the encouragement and the development of links with and between organizations representing higher education institutions' (first indent of paragraph 13).

There exists at present a Liaison Committee of the Conferences of University Rectors of the Community whose members also include the Spanish and the Portuguese. The object of this committee, which meets twice a year, is to consult on problems of higher education in the universities and to encourage the national conferences to act at their level to promote exchanges and exchange of information between universities. This commendable arrangement should be extended to include all institutions of higher education. Furthermore the committee should work more systematically in smaller sub-divisions on particular themes (e.g. problems of admission or grants) or according to disciplines.

4 - Exchange of information

Cooperation at Community level acquired concrete form in the field of information exchange with the inauguration in 1979 of the EURYDICE information network. The object of this network is to compile information from the Member States on the whole field of education in response to requests from those regarded as the policy makers, ministries, Community Institutions or various bodies responsible for education policy. The network, composed of a central unit at the Commission in Brussels and national units, has concentrated its activity on collating information in four main sectors: the transition from school to working life, policies on admission to higher education, the education of children of migrant workers and the teaching of foreign languages.

This work of documentation depends mainly on the national centres, some of which are unfortunately short of equipment and staff. The information collated is also analysed and this aspect of the work should be supported and expanded.

5 - Encouraging studies on Europe

The Community has been in existence now for 30 years and, although research and reference centres already exist in various establishments of higher education to provide information on the Community and its activities, it would be a good thing not only to support these centres but also to develop research on the impact of European integration on entire sectors of activity: history, law and technology, for instance. Moreover, knowledge of the functioning of the Community and the implications of Community rules for the economic, social and legal organization of the Member States on the part of national civil services is essential to European integration. It is thus necessary to encourage institutes such as the Greek university for civil servants with this end in view.

Community cooperation in the field of higher education has taken on a symbolic and, at the same time, concrete form with the creation of the European University Institute of Florence. However, while welcoming it, the European Parliament, in a resolution adopted on 5 May 1981¹, reiterated its request for a specific institutional link to be established between the Florence Institute and the European Community. Once again one must express regret that the Institute is an intergovernmental institution and not a Community one and draw attention again to the proposals put forward in the resolution referred to above regarding its status, organization and operation.

Here one should mention the growing success of the European College in Bruges, which offers holders of university degrees a year of studies devoted to the question of European unity and integration.

If research on Europe is to be encouraged, one particular aspect, which may seem minor to some, is extremely important because of the cultural values it puts across. Education in regional and minority languages and cultures is an integral part of Europe's cultural wealth; knowledge of them should be developed and increased by encouraging their teaching at university level. Information should be compiled at European level on measures taken in this area in the countries of the European Community so as to encourage cooperation and exchanges of the students and teachers concerned, a precondition for the real expansion of these regional cultures and languages.

¹ OJ C 144/29, 15.6.1981

Cooperation at Community level on questions concerning higher education must proceed in a very practical manner through the development of cooperation between institutions of higher education in all the Member States.

B - Cooperation between establishments of higher education - joint study programmes

Despite the many difficulties noted above, institutions of higher education have always, throughout the centuries, maintained transnational exchanges among themselves either in the form of congresses and conferences or through the temporary exchange of teaching staff or the admission of foreign students and research workers.

1. The Commission launched a pilot project in 1976 on the basis of the resolution of 9 February of that year, which entailed the financing of joint study programmes and visits of short duration.

Directorate-General V (Employment, Social Affairs and Education) is responsible for these programmes which are partly financed from the Community budget (Article 630). However, the Commission is assisted in the administration of this funding by the Office of Educational Cooperation (Brussels) which is part of the European Institute of Education and Social Policy (Paris).

The joint study programmes are carried out on the basis of practical cooperation between departments of two or more institutions of higher education in different Member States, according to one of three approaches:

- Students pursue part of their studies in an establishment in another country on a reciprocal basis.

- Part of the curriculum in each establishment is taught by lecturers from one or other establishment on a reciprocal basis.

- A course or part of a course is prepared jointly by the lecturers in various establishments without there necessarily being any exchange of teachers or students.

The joint study programmes cover a great many different disciplines and are available for undergraduates as well as those who have obtained their first academic qualifications at universities and non-university institutions.

The disciplines included in the schemes are mainly:

- political and social sciences, economy, history,
- engineering,
- languages and literature,
- natural sciences and mathematics,
- business management.

The programmes of short visits mainly involve teaching and administrative staff and research workers who wish to find out what is being done at different levels in higher education in other countries in the Community.

2 - The joint study programmes are intended to

- strengthen cooperation between institutions of higher education,
- develop mobility of teaching staff and students,
- promote exchanges of scientific knowledge and teaching methods,
- give students a broader education, a taste for mobility and, possibly, a better chance of finding a job,
- thereby promote greater awareness of the existence of the European Community,
- encourage other experiments in cooperation in higher education.

3 - The joint study programmes have been greatly expanded since their inception despite the real financial and administrative problems. Since 1976, 269 joint study programmes involving 450 institutions have received support from the Commission. The applications far exceed the Community's available facilities.

In addition, for a number of years the Commission has attempted to shift the balance of these programmes which are still concentrated too much on the United Kingdom, France and Germany. Programmes have been launched in Greece and Luxembourg and all Member States are thus taking part.

The joint study programmes answer specific needs and offer genuine advantages in regard both to the studies and teaching for all the participants:

- mutual recognition, albeit limited, of diplomas following inter-institutional and national agreements,
- waiving of enrolment fees,
- pragmatic solutions to numerous administrative problems (harmonization of timetables, agreements on questions concerning the release of lecturers, etc.),

- pedagogical enrichment for students and lecturers alike due to the transnational aspect which highlights the differences due to the cultural and academic traditions of each country and each establishment. Moreover, the joint preparation of courses requires motivation, personal commitment and flexibility on the part of the teaching staff involved,

- improved knowledge of languages,
- development of research and more exchange of information.

4 - However, a great many difficulties stand in the way of this cooperative endeavour in the field of higher education:

- administrative problems regarding mainly the official recognition of diplomas obtained under the programmes, the status of the teaching staff and their availability (excessive workloads in the higher education institutions)

- language problems: certain institutions are poorly equipped to provide their teaching staff and students with sufficient linguistic knowledge to benefit from exchanges of this sort,

- financial problems: Community aid is limited to specific periods, being granted according to rigid financial rules required by the one-year deadline, whereas more than one year is sometimes required for the preparation of such programmes. It is, moreover, temporary and only serves to launch programmes. Once the initial stage is completed, those in charge must find the money needed to pursue their programme which is especially difficult in a period of budgetary austerity.

5 - Having had the opportunity to meet some of those responsible for the joint study programmes in colleges in at least four Member States and involving subjects as diverse as Italian literature, environmental protection and business management, your rapporteur can testify to the value of such cooperation and also to the obstacles which often have to be overcome by dint of much ingenuity, perseverance and personal commitment on the part of all those concerned.

Your rapporteur thinks it regrettable that such effective cooperation should be confined to pilot projects. There is a need for these particularly flexible and non-bureaucratic programmes to be expanded so as to involve a maximum number of institutions of higher education and become to some extent a real policy which can gear cooperation in higher education to the goal of greater mobility of individuals, knowledge and ideas. But such a Community policy requires adequate financing and the official recognition at European level of diplomas and periods of study.

C - Creation of European institutes

Cooperation at Community level could also take on more concrete form through the setting up of European institutes, particularly training and research institutes in the field of science and technology.

For example, it would be desirable (in view of our lack of adequate numbers of higher education establishments in the field of electronics and informatics) to set up, as suggested by Mrs THEOBALD-PAOLI in her motion for a resolution (Doc. 1-908/82), a European Electronics and Informatics College (EEIC) which would train large numbers of the highly-skilled employees required and would form part of a policy designed to help these sectors meet the challenge of Japanese and American competition.

Similarly, in fields such as chemistry and physics, the creation of European chairs would enhance the prestige of scientific studies, avoid wasteful duplication in the field of research and help develop a 'Community scientific area.'

D - EEC cooperation with ACP and Latin-American countries

The aim of increased Community cooperation in higher education is not to adopt a common defence against the lead which the Japanese and North Americans have over Europe. We live in a world which is remarkably open, but in which two-thirds of the human race live in under-developed societies. The Community believes in helping the development of the ACP countries by means of its special relationship with those countries in the framework of the Lomé Convention. The Community also has an important role to play in the transfer of scientific knowledge and with regard to cultural exchanges, which the representatives of the ACP countries are very keen to develop. A section on cultural matters is to be included in the next Convention. It would therefore be appropriate to consider a suitable system of providing the funds required to establish closer cooperation between the higher education establishments of the EEC and the ACP countries.

This form of cooperation also ought to be extended to those Latin-American countries which wish to strengthen their links - of whatever nature - with the EEC.

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'The Community of education is getting nowhere in a Community which is slowing down' - thus proclaimed a heading in a major Belgian newspaper on 25 May 1983. While deploring the tone we can ourselves confirm the truth of this observation, for it is true that European integration will not be achieved without the concomitant development of Community activities in the social, cultural and educational sectors which have so far been neglected.

Assuming we accept that greater mobility of teachers and students is essential for European integration and the development of higher education in our countries, we cannot but observe that European students move around very little ...

In 1980, only 53,000 studied in another European country, that is, hardly more than 1% of all students. In four years this figure has increased by only 2.9%, whereas the total number of students in the Community has grown by 8.8%.

There are many reasons for this. Let us pause briefly to consider them. It may be true that the European ideal is at a standstill at the moment, although this idea, which one often hears expressed, needs qualifying. As our economic world is developing, a greater command of a foreign language and knowledge of the structures and attitudes of a foreign country is an asset of which our students are fully aware. But to go abroad to study costs a lot of money and entails a real risk of not finding a job or wasting precious time as long as diplomas are not recognized. Therefore we must support financially and step up all forms of European cooperation in higher education and bring about the recognition of equivalent qualifications.

There must be a corresponding effort at the national level, in each Member State. Will Europe as it is today, and above all as it will be tomorrow, find the means of developing a major higher education service?

For a Community poor in raw materials and energy sources this is a necessity, and is recognized as a master card by a very large majority of European public opinion.

TABLE 1

ANNEX 1

PERCENTAGE INCREASE IN THE STUDENT POPULATION IN THE COMMUNITY COUNTRIES

	1972/73	1973/74	1974/75	1975/76	1976/77	1977/78
EURO 9	15%	4%	4%	5%	2%	2%
FEDERAL REPUBLIC OF GERMANY	24%	9%	7%	4%	1%	1%
FRANCE	11%	10%	7.6%	6.5%	1%	1%
ITALY	7%	4%	5%	5%	4%	1%
NETHERLANDS	10%	3%	1%	12%	6%	5%
BELGIUM	13%	4%	2%	3%	3%	5%
UNITED KINGDOM	5%	2%	0.2%	4%	1.9%	0.7%
IRELAND	7%	3%	3%	6%	6%	5%
DENMARK	24%	6%	1%	3%	1%	3%

	1978/79	1979/80	1980/81
EURO 10	-	1.5%	2.4%
FEDERAL REPUBLIC OF GERMANY	3%	3.4%	5.5%
FRANCE	1.8%	1%	2.6%
ITALY	3.4%	- 0.1%	0.1%
NETHERLANDS	3.3%	3.2%	0.9%
BELGIUM	3.9%	4.5%	4.2%
UNITED KINGDOM	- 0.4%	0.7%	2%
IRELAND	1%	4.3%	7%

Luxembourg has only a university centre where the number of students has not changed significantly.

The data available for Greece only cover the two years 1978/1979 and 1979/1980

Source: Eurostat 1980, updated 1982/2

TABLE 2 - PROPORTION OF STUDENTS IN HIGHER EDUCATION OVER TOTAL SCHOOL POPULATION

COUNTRY	1970/1971			1978/1979			1979/1980			1980/1981		
	TOTAL SCHOOL POPULATION x 1,000	TOTAL STUDENTS	%	TOTAL SCHOOL POPULATION x 1,000	TOTAL STUDENTS	%	TOTAL SCHOOL POPULATION x 1,000	TOTAL STUDENTS	%	TOTAL SCHOOL POPULATION x 1,000	TOTAL STUDENTS	%
EUROPE 10	54,310	3,092	5.7	60,853	4,371	7.2	60,163	4,439	7.4	59,540	4,550	7.6
FEDERAL REPUBLIC OF GERMANY	11,060	672	6	12,930	1,103	8.5	12,663	1,142	9	12,455	1,212	9.7
FRANCE	12,936	766	6	13,531	987	7.3	13,481	997	7.4	13,442	1,024	7.6
ITALY	11,036	687	6.2	12,836	1,040	8	12,696	1,036	8.1	12,623	1,038	8.2
NETHERLANDS	3,212	178	5.5	3,586	270	7.5	3,554	279	7.8	3,514	281	7.7
BELGIUM	2,361	125	5.2	2,324	180	7.7	2,303	189	8.2	2,289	197	8.6
LUXEMBOURG	61	0.5	0.8	61	0.6	0.9	60	0.6	1	58	0.8	1.3
UNITED KINGDOM	10,819	457	4.2	11,712	520	4.4	11,513	524	4.5	11,270	535	4.7
IRELAND	766	26	3.4	894	37	4.1	900	39	4.3	911	42	4.6
DENMARK	951	94	9.9	1,081	106	9.8	1,105	114	10.3	1,103	106	9.6
GREECE ¹	1,648	86	5.2	1,896	126	6.6	1,889	118	6.2			

Source: Eurostat 1980 - updated 1982/2

¹ Figures for 1980/1981 are not available.

REPORT ON VISITS TO STAFF IN CHARGE OF VARIOUS JOINT STUDY PROGRAMMES

I - 'Approaches to the teaching of Italian'

(Meeting with Mrs Brunet, assistant tutor, University of Paris, VIIIe)

This programme, begun in 1978, is devoted mainly to an exchange of teaching staff on approaches to Italian: teaching of literature, teaching of the language and retraining of Italian teachers in secondary schools.

It was confined first to exchanges between the Faculty of Letters and Philosophy of the University of Trieste and the Italian Department of the University of Paris VIIIe - Vincennes - but was extended in 1981 to include Bologna University. In 1983, the organizers submitted an application for new programmes which would be both interdisciplinary (music - history - art) and involve a number of universities: Bologna, Rome, Florence, Trieste and Paris.

- The Paris VIIIe - Trieste programme

After the first year, which was devoted to various contacts to settle administrative problems and deal with differences of structure and teaching methods between the two universities, the programme operated for two years around a single theme incorporated into the curriculum of the two universities: 'The literature of Trieste from the 19th century to the present day'.

The exchange of teaching staff was based on very short periods of four to five days in which the guest lecturer contributed to the courses in the host university in the presence of the resident lecturer.

The programme has been continued for an additional year with the help of the Community, which is contributing 80% of the travel and accommodation costs of the lecturers. During this final year the programme has been expanded with the participation of Bologna University.

- Success of the programme and lessons to be learned

For the teaching staff the length of stay seems too short. For financial reasons and because of heavy workloads in the respective universities

it has apparently been impossible for them to take off more than four or five days a year. This means that the guest lecturer does not take on full responsibility for a course and cannot establish the normal type of teaching relationship with the students. Furthermore the guest lecturer has to deliver his lectures in the presence of the resident lecturer, which in a sense distorts the learning relationship.

To be genuinely effective it would seem necessary to extend the length of the exchange to at least a fortnight or, better still, three weeks.

However, in many ways the experiment seems to have been very worthwhile, in particular at the personal and professional level, from the point of view of intellectual enrichment, new teaching experiences, etc. The best proof of its success is the determination to continue the experiment despite the serious problems of financing this will pose, since the Community is no longer financing this particular programme on the teaching of Italian.

. For the students the gains appear limited, even though they expressed interest in the idea. Such a short exchange creates upheavals in their timetables without having a lasting impact either as regards the substance or the form of the courses.

. Some secondary gains should, however, be noted: extra-curricular meetings, contacts with outsiders, the joint publication of the results of the programme, the practical arrangements and content of the courses.

On a general level the experiment shows that a programme of exchanges such as this increases in value as soon as it goes beyond a simple exchange between two universities; that it would be better if it could be arranged between institutions of higher education in at least three Member Countries; and that lastly it should as far as possible embrace several disciplines.

II - Regional programme on environmental sciences

(Meeting with Mr DAVID, Director of Metz University, Mr RETHEL, Dean of the Faculty of Letters and Mr DIEBOLT, Secretary-General of Metz University)

This programme, of a regional character since it covers the universities or university centres of the border towns, Arlon, Luxembourg, Saarbrücken, Trier, Kaiserslautern and Metz, provides for an exchange of students leading to a European diploma in environmental sciences.

- Organization of the programme

After following a common-core course of six months at Arlon, the students follow identical courses in the different universities in two fields: environmental planning and environmental analysis (toxicology). In two and a half years (five terms) the students will receive the European diploma in environmental sciences.

- Success of the programme and lessons to be learned

This programme is based on the exchange of students. It enables them to improve their knowledge of a foreign language (German or French), to learn from one another's experiences (culture, schooling, etc.) and to study the environment, a field which is becoming more and more important in connection with regional planning and pollution. It is of particular interest, moreover, in that it encourages regional cooperation in these frontier regions of Europe.

However, the programme is encountering two main difficulties which are preventing it from expanding and producing the results one might have expected.

The first is a problem of funds. The Community subsidies are simply intended as an incentive since they only cover the transfer costs of the teaching staff - the organizers of the programme - and are not enough to cover costs of study and accommodation for the students. In addition the universities defray the costs of the language teaching.

The second problem lies in the fact that this European diploma of environmental sciences is only recognized by the universities issuing it and therefore is not recognized nationally, which explains why these courses are taken in conjunction with a course leading to a recognized national qualification, so that the students will receive both a national and a European qualification.

It seems that such an experiment between several universities from different Member States will produce results only when the final qualification is officially recognized either at national or at European level. And yet it would appear to be extremely worthwhile, given its regional character and its relevance to the socio-economic environment.

III - The Centre of Higher European Management Studies (CESEM)

(Talk with Mr LAMBORELLE, Director of the 'Centre Consulaire de recherche et de gestion des entreprises' and Mrs FROISSARD, assistant at the CESEM)

This joint programme actually comprises two bilateral programmes, one between Germany and France, the other between the United Kingdom and France, the latter having begun as early as 1974. Those in charge of these programmes are expecting to launch another one with Spain in 1984. The programmes are centred on business management.

- Organization of the programme

After strict selection procedures following the baccalaureat in France and the equivalent school-leaving examinations in the United Kingdom and Federal Republic of Germany, the students on the programmes (90 from each country each year) attend a language course for six months in the foreign country where they have chosen to pursue their studies. After this they study for two years in their own country and two in the partner country, or vice-versa. These four years, in which the courses are organized on strictly identical lines in each of the countries, include two six-month training periods in undertakings, one in the country of origin and the other in the host country. At the end of the fourth year all the students take the same examination in the language of the country where they are studying at the end of their course. The marks are aligned between the establishments of higher education. Thus the students receive a dual diploma, that of the country of origin and that of the host country. These diplomas are recognized nationally.

- Success of the programme and lessons to be learned

This is a large-scale programme which, unlike those described above, exists in its own right, has a substantial operating budget, full-time lecturers and is, at the same time, integrated into conventional establishments of higher education (Fachhochschule of Reutlingen, Middlesex Polytechnic of London and Centre consulaire de recherche et d'enseignement de la gestion des entreprises of Reims).

The particularly long exchange of students (two years) allows them to be fully integrated into a different socio-cultural milieu. The specialization in business management gives access to important posts in the field of international economic relations.

The success of the programme is reflected in the number of applications, which far exceed the number that can be accepted because of limited resources. What is more, for the student the cost of the courses is very high because, in addition to high enrolment fees, he or she must also be able to pay for his accommodation both in his own country and in the host country.

This programme clearly answers a growing need and in part achieves its objectives of preparing young people to work outside their own country, which implies not only mastery of a foreign language but also knowledge of different techniques and working methods and the ability to adapt to other ways of life and thought.

It must be said that this programme is very demanding both for the students and for the organizers and teaching staff, who must constantly compare their points of view and their aims, taking into account the features peculiar to the education systems of each of the partners and the very different financial situations in the different countries. Those responsible believe that the programme needs somehow to become totally independent, for example, through establishment as a European Institute for Business Management Studies.

IV - Joint programme: setting-up of courses on micro-computer

(Talk with Mr DEPIREUX, professor at the University of Liège)

Under this programme the Institute of Physics of Liège University, the University of Surrey, Guildford, and Chelsea College of London University collaborate in producing programmes of physics courses on micro-computer. The ultimate object is to help mainly first year undergraduates to make good gaps in their basic knowledge or knowledge of terminology in the field of physics.

This type of programme falls within the framework of cooperation between institutions of higher education through an exchange of teaching material.

- Organization of the programme

This programme began with the support of the Community in 1981 and the partners have already produced three courses in French and English on disc. Programmes in Italian are also in the course of preparation.

Those responsible for this programme would like to be able to extend their activities to other countries in the Community. Talks on this have started.

- Success of the programme and lessons to be learned

As far as learning goes these programmes are valuable in that they provide help in lucid language and in an attractive way for students experiencing difficulties in using words and basic concepts, which is one of the causes of the high failure rate at the end of the first year at university.

Such programmes, restricted in this case to physics, could easily be extended to include other subjects such as foreign languages or grammar. The use of micro-computers could also be extended to teach students how to use statistical data, provide exercises for intensive practice or set up tests to enable the student to test his knowledge.

The Community's assistance covers the transfer costs of the course designers who need to meet frequently either in Liège or in the United Kingdom. In addition it has led, at least at Liège, to the official recognition of computer-assisted learning, which is likely to become increasingly important in future.

MOTION FOR A RESOLUTION (Doc. 1-693/82) tabled by Mr KYRKOS pursuant to Rule 47 of the Rules of Procedure on the establishment of a cooperative school in Greece

The European Parliament,

A. Having regard to

- the high level of unemployment amongst secondary school leavers in Greece,
- the inability of Greek universities and colleges to offer places to all secondary school leavers,
- the fact that in Greece, where the agricultural sector is an important employer of young people, there is no cooperative education at university level,
- the need to develop and modernize Greek agriculture by providing processing units, machines for sorting and packing and refrigerators and by promoting trade in agricultural products, .

B. Recognizing

- the role that educated cooperative cadres can play in the development of cooperatives and agriculture,
- the contribution of modern cooperatives to regional development in a country which has many regional problems,

C. Also having regard to

- the lack of sufficient cooperative cadres that could give a new stimulus to the cooperative movement in Greece,
- the small contribution made by the Community Social Fund to educational programmes for young people in Greece,

1. Calls on the Commission and the Greek Government to carry out a joint study into the possibility of establishing by the end of this year a cooperative school at university level offering places to a large number of unemployed young persons;
2. Calls on the Commission to utilize finance from the Social Fund to cover the cost of running this school;
3. Instructs its President to forward this resolution to the Commission, the Council and the Greek Government.

MOTION FOR A RESOLUTION (Doc. 1-799/82) tabled by Mr REQUINI and others pursuant to Rule 47 of the Rules of Procedure on the Open University

The European Parliament,

- A. having regard to the EEC Treaty, the preamble to which commits the Council of the European Communities' to ensure the economic and social progress of their countries by common action',
- B. whereas, particularly in the present economic situation, economic and social progress requires coordinated action for the cultural development of the citizens of Europe and vocational training to prepare the working population to cope with the effects of rapid changes in lifestyles and the economy and to counteract the ever-increasing threat of unemployment,
- C. whereas such educational activities - although vocational - involve keeping abreast of new developments, so much so that one can now speak of a process of continuing education which must be freely available to all citizens who wish to benefit from it,
- D. whereas flexible and adaptable structures suited to all ages and social conditions are needed for this purpose,
- E. whereas a tried and tested system such as the Open University in the United Kingdom (now also operating in other countries) would meet the requirements and, in particular, give people already working an opportunity to study at university, offer a wide range of subjects and disciplines, put qualified lecturers in touch with the public by using the most modern means of communication, organise teaching centres in all the peripheral areas and encourage young and old alike to study and keep their knowledge up to date,

Urges the Commission of the European Communities:

- 1. To carry out an up-to-date study of the Open University in order to identify its particular attribute, scope and results obtained;
- 2. To assess to what extent this system could be used to provide cultural and vocational education for European citizens already working or seeking employment;
- 3. To assess to what extent it would meet the social requirements of the elderly whose active contribution could be very useful in certain areas;
- 4. To promote an Open University-type pilot project in a suitable area in conjunction with the national education systems, including the universities and social partners, possibly drawing on Social Fund resources.

MOTION FOR A RESOLUTION (Doc. 1-908/82) tabled by Mrs THEOBALD-PAOLI
pursuant to Rule 47 of the Rules of Procedure on the creation of a European
Electronics and Informatics College (EEIC)

The European Parliament,

- having regard to Article 235 of the Treaty of Rome,
 - having regard to its resolution of 18 June 1982 (Doc. 1-189/82)
on the market for electronic products and the consequences for employment,
 - having regard to its resolution of 29 October 1982 (Doc. 1-682/82)
on the 'Esprit' programme,
- A. whereas by comparison with America and Japan the number of electronics and informatics colleges in the Community is manifestly inadequate,
 - B. whereas the Community needs colleges to train large numbers of personnel if it is to have an effective electronics and informatics policy,
 - C. whereas training must be a joint venture if the Community is to develop its industry,
 - D. anxious to create a training establishment not only near the main industrial areas and in a frontier region but in the very heart of the Community,
1. Invites the Commission in cooperation with the governments of the Member States, to encourage the creation of a European Electronics and Informatics College (EEIC);
 2. Considers that such a college should offer training courses in electronics and informatics that are mainly scientific but also geared to administration and finance and open to very large numbers of nationals of the Member States;
 3. Suggests that such a college be created in the frontier town of Strasbourg;
 4. Instructs its President to forward this resolution to the Commission, the Council and the Governments of the Member States.

MOTION FOR A RESOLUTION (Doc. 1-246/83) tabled by Mr KYRKOS pursuant to Rule 47 of the Rules of Procedure on a study for elaborating study programmes relating to the implementation of Community policies and assistance for the university college for the training of civil servants in Greece

The European Parliament,

- A - whereas the rational coordination of the Community services with the services of the Member States of the Community is an important - if not essential - precondition for the very functioning of the Community,
- B - whereas it is common knowledge that the public services of the new Member States need to benefit from the experience of the Community services in order to be able to integrate rapidly in the Community as a whole,
- C - having regard to the express desire of the Commission to propose special Community aid for training Greek civil servants' in so far as the work of the college (to be set up in Greece) concerns the implementation of Community policies in Greece',
- D - having regard to the recent foundation by the Greek Government of a university-level college for the training of civil servants,
1. Calls on the Commission to draw up, together with the Greek Government, a study for elaborating study programmes relating to the implementation of Community policies in Greece with particular emphasis on Community aid for the transfer of experience from corresponding institutions in older Member States of the Community;
 2. Calls on the Commission also to propose in the immediate future special Community aid for the running and equipping of the university college which Greece has set up for the training of public servants;
 3. Instructs its President to forward this resolution to the Commission, the Council and the Governments of Member States.

MOTION FOR A RESOLUTION (Doc. 1-258/83) tabled by Mr BEUMER and others pursuant to Rule 47 of the Rules of Procedure on cooperation between European universities

The European Parliament,

- A - aware of the growing discussion about the identity of the Community and the possibilities it offers for developing the 'European consciousness' of the people of the Community;
- B - having regard to the discussions in the Council with regard to the initiatives of the German and Italian Foreign Ministers with a view to cultural cooperation between the member countries;
- C - having regard to the need for university education and vocational training which, taking account of the ever closer economic relations within the Community, also dispenses knowledge of the other member countries and their languages and of the new economic, political and social conditions prevailing in the Community;
- D - concerned to improve the occupational opportunities of university graduates who, on embarking upon their careers, are confronted with an already advanced situation of economic integration;
- E - aware of the cooperation models which have already been set up by universities in the Community and which despite great difficulties have already produced excellent results and have thereby achieved recognition in industry;

Calls on the Commission to submit a coherent programme to promote the mobility of university teachers and students laying emphasis on the following areas:

- (1) making courses accessible to applicants from all other EEC States,
- (2) harmonization of the technical conditions of admission for terms of study and practical training (documents and evidence of qualifications, tuition fees, insurance, residence and work permits),
- (3) introduction of a broad EC interface in the content of curricula (inclusion of seminars and material on the EC),
- (4) broad language training with courses on specialized terminology (e.g. commercial French and other Community languages, encouraging

exchanges of university teachers, temporary appointment of foreign students as research assistants or assistant lecturers, scholarships for language courses in smaller EEC countries,

- (5) continuation of the efforts of the European Institutes of Education and Social Policy instructed by the Commission to propose joint study programmes in the European Community,
- (6) Extension of the integrated courses in the universities of the European Community in the light of the experience gained from the current cooperation models, since these integrated courses are an extremely suitable means of achieving the objectives of mobility of students and university teachers, knowledge of foreign languages and the creation of a European consciousness.

For this purpose it is particularly necessary to:

- impart and assess the experience gained with the present models,
 - arrange for mutual recognition of courses and the relevant diplomas,
- (7) Inclusion of the universities of ACP States in cooperation between the universities of the Community with the creation of a system of financing whereby funds from the Convention of Lomé are made available for joint administration.

Explanatory statement

- (1) The association of countries known as the European Community has so far primarily pursued economic goals. The growing ties between them however, are making it increasingly clear that to restrict integration to this sphere would be in line neither with political realities nor with the new goals and desires of the people. European action in the field of culture and education is particularly lacking and this is being felt increasingly more acutely. That was indeed the reason why the German and Italian Foreign Ministers demanded an initiative from the Community. The Council is currently discussing the possibilities of cultural cooperation between the member countries. The Commission has also demonstrated its interest and achieved tangible results in specific areas. There is, however, a lack of a coherent programme which, taking into account the steadily increasing relations between the Community countries, would put the Community's universities in a position to develop and offer fuller European

study programmes. The Community must create the conditions enabling it to make use of the experience being gained from current cooperation models.

- (2) In the way of these models stand a whole host of regulations restricting cooperation and mobility and which hamper, and sometimes render impossible, both cooperation between universities on individual projects and periods of study by individuals in other EC countries.

Examples:

- (1) Report by a student on a term of study in Clermont-Ferrand:

For the purposes of issuing a residence permit the French authorities accept neither a birth certificate nor an extract from the family register but demand a so-called 'authenticated extract from the registry of birth, deaths and marriages of the place of birth.'

- (2) A lecture that a visiting university teacher from Greece was due to give on a specific date had to be postponed for one week because the competent body of the university had not met and could not issue the approval for the visit.

Other areas in which regulations exist restricting mobility include:

- Insurance for exchange students and trainees
- Matriculation conditions and fees
- Grant payments and losses of entitlement
- Residence permits and work permits for trainees.

It is therefore urgent to introduce harmonization rules abolishing regulations restricting mobility in the field of education in the European Community.

- (3) It should also be self-evident, and is indeed in the interests of the Community, that universities should offer language courses orientated towards the Community languages. Particular attention should be paid to the languages of the smaller member countries and also to the teaching of technical language. In some cases only minor practical improvements are required to achieve this end.

- The universities could receive sums for the temporary employment of foreign students as research assistants or assistant lecturers.

- Foreign teaching assistants could be appointed on temporary contracts.

In addition, scholarships for language courses could be granted, especially to the smaller countries.

However, the best results can undoubtedly be obtained by means of a programme for the creation of integrated courses of study.

The technical universities of Osnabrück and Reutlingen have, for example, introduced an integrated European course. The structure of these courses is as follows:

Osnabrück: 8 semesters EBS

Basic course: 1st - 3rd semesters in Osnabrück (with 2 x 3 weeks of intensive language courses in Germany, United Kingdom and France)

Main course: 4th semester in Osnabrück, High Wycombe or Clermont-Ferrand
5th semester practical period in Germany, United Kingdom or France.
6th to 8th semester, Osnabrück

(the question whether a semester might optionally be spent at other universities is under discussion)

Reutlingen: 8 semesters ESB: choice between German/French and German/English
3 study semesters in both Reutlingen and Reims or London.
1 practical semester in Germany and one in France or United Kingdom

Completion of course attested by diploma in German and French or English

- (4) Other universities in the European Community have also, sometimes with the assistance of the Commission, introduced multi-faceted cooperation projects. Such assistance has, however, been generally restricted to initiating these projects. We must now use the experience that has been gained in order to create a permanent framework for the ongoing financial support of this type of cooperation to ensure that these promising initial efforts are not wasted.

Certain fundamental items of the curricula lie outside the direct interests of national education policy, precisely because they relate to European Community matters. There is therefore no guarantee that these sections of the curricula will receive financial support from national budgets.

This applies in particular to:

- the introduction of a broad European Community interface in the content of curricula (seminars on the EC, excursions to European Community Institutions, lectures on EC topics etc.) and also in the practical semester (e.g. periods of practical training with the Communities)
- making training courses accessible to applicants from other EC States (with the relevant costs in respect of study places, travel expenses, etc.)
- broad language training with courses on specialized terminology (e.g. commercial French with the inclusion of all the Community languages)
- the extension of programmes to EC-orientated cooperation projects with developing countries, in particular the ACP states.

Cost assessment in respect of the above:

(a) Student mobility

1. - Intensive language courses: (6 Community languages): 6 language teachers for each main region for specialized courses (e.g. commercial French) costing 20,000 ECU/year each 120,000 ECU

- preparation at universities:
appointment of assistant teachers under the programme of the teacher exchange service
cost borne by Federation/Länder - ECU

- creation of a language centre: (e.g. Osnabrück University and Technical University)
cost borne by Land - ECU

- courses at partner universities
ordinary costs: - ECU
borne by Länder/students

Additional costs	
travel expenses per student	100 ECU
accommodation per student	
<u>2 x 3 weeks</u> -----	<u>180 ECU</u>
Total per student	280 ECU
Annual total for 200 students	56,000 ECU

(2) European seminars

e.g. as one complete week per semester

ordinary costs to be borne by Länder

additional costs:

travel expenses per student 100 ECU

accommodation per student 30 ECU

total per student 130 ECU

annual total for 100 students 13,000 ECU

lecturers 2,000 ECU

15,000 ECU

(3) Integrated European study periods

- study semester at a partner university:

ordinary costs borne by Federation/Land/student - ECU

additional costs:

travel expenses 100 ECU

monthly cost per student 400 ECU

cost per student of 5-month

semester abroad 2,100 ECU

Annual total for 200
students

840,000 ECU

50% own contribution

420,000 ECU

- practical semester in a firm in another
EEC country:

ordinary costs:

- ECU

borne by Federation/Land/student

additional costs: per student per month 400 ECU

but

possibility of offsetting these costs with
salaries paid for trainee work, state
allowances and private grants;

need to set up a European Scholarship Fund

- ECU

(b) mobility of lecturers

ordinary costs		- ECU
borne by Federation/Länder/grants		
additional costs:		
travel expenses per lecturer	600 ECU	
annual cost for 4 lecturers		2,400 ECU

(c) creation of trainee posts with the European Communities

annual cost of 20 places		8,000 ECU
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(d) organizational aid

(coordinator)		<u>20,000 ECU</u>
		<u>631,000 ECU</u>

MOTION FOR A RESOLUTION (Doc. 1-742/83 tabled by Mrs CASSANMAGNAGO-CERRETTI pursuant to Rule 47 of the Rules of Procedure on the taxation of study grants awarded to young people

The European Parliament,

- A. having regard to its resolutions on youth unemployment (OJ Nos. C 125, 74/76 and C 135, 22/26);
- B. having regard both to the enormous number of unemployed young graduates and holders of other qualifications and to the need for them to specialize in order to complete their professional training which often contains gaps or is at least insufficient to satisfy the increasingly complex technical and scientific requirements of the European economy;
- C. whereas study grants are an essential means of encouraging young people to obtain vocational training and professional qualifications;
- D. whereas every facility, including tax relief, should be provided to offer young people specific opportunities for qualified employment;
- E. whereas study grants are, in certain Member States of the Community, subject to heavy taxation, making it difficult for young people to live on them;
 1. Requests the Commission to consider harmonizing the Member States' legislation on study grants for young people, with particular regard to taxation and sickness benefit;
 2. Appeals to the Governments of the Member States to accord tax exemption on study grants for unemployed young people, which should be considered as temporary incentives and not as income from paid employment;
 3. Instructs its President to forward this resolution to the Commission, the Council and the Governments of the Member States.

MOTION FOR A RESOLUTION (Doc. 1-1102/83) tabled by Mrs VIEHOFF on behalf of the Socialist Group pursuant to Rule 47 of the Rules of Procedure on the establishment of a European Open University for Peace Research

The European Parliament,

- A. concerned at the continued escalation of violence and war in the world, and the increasing amounts spent on developing uglier and more destructive weapons, when two thirds of the world's population doesn't get enough to eat,
- B. disturbed at the attitude of resignation, not to say apathy, shown by most citizens,
- C. aware that this attitude arises from a lack of clear concise information and education about the issues involved - social, health, environment - on the one hand, and deliberate misinformation about economic and political issues on the other,
- D. convinced that there is need for positive, concrete campaigns of information and education for people at all levels into the possibilities of peaceful cooperation and the need for it if the human race is to survive, and that this can best be done through structured educational channels, by preparing programmes for teacher-education, at all levels - primary, secondary, university and 'fourth level' (adult and permanent education),

Therefore:

- 1. calls for the establishment of a European Open University for Peace Research;
- 2. calls on the Commission to examine this proposal in conjunction with other appropriate international organizations, such as the Council of Europe and UNESCO;
- 3. pending the establishment of such an institution, the Commission, should encourage cooperation among universities in the Community, which have study courses in peace research and development and consider the selection of one to have Community Chair in Peace Research;

4. the Commission should also ensure the development and coordination of appropriate projects and programmes within the Community's primary and secondary schools for promoting peace studies and inculcating positive attitudes towards peace and non-violence;
5. calls on its President to forward this resolution to the Commission, Council etc.

OPINION

of the Committee on Social Affairs and Employment

Draftsman: Mr D. EISMA

On 19 April 1983 the Committee on Social Affairs and Employment appointed Mr D. Eisma draftsman of the opinion.

The draft opinion was considered at its meeting of 22 November 1983 and was adopted on 31 January 1984 by 11 votes to none, with 5 abstentions.

Present: Mr Papaefstratiou, chairman; Mr Eisma, draftsman; Mr Bournias (deputizing for Mr Brok), Mr Calvez, Mrs Cassanmagnago Cerretti, Mr Ceravolo, Mrs Duport, Mrs Kellett-Bowman (deputizing for Mr Simpson), Mrs Maij-Weggen, Mr Van Minnen, Mrs Nielsen, Mr Patterson, Mr Prag, Mrs Salisch, Mrs Squarzialupi (deputizing for Mr Damette) and Mr Tuckman.

CHARACTERISTICS AND METHODS OF WORK OF THE OPEN UNIVERSITY

1. The characteristics of the 'open' university are:
 - admission is not dependent on qualifications,
 - freedom to choose any combination of study programmes, study can be interrupted and resumed,
 - the pace of study can be adapted to individual circumstances
 - correspondence courses are used, with the result that study is not tied to set times and locations.

Written material provides the basis for the open university; it is not uniform, but reflects the diversity of the target group. Audio-visual methods (radio, T.V., tapes) are another feature of correspondence teaching. Networks of study centres exist which can be attended by participants and where practical work can be carried out.

SITUATION IN THE VARIOUS COMMUNITY COUNTRIES

2. In Mrs Pery's draft report^{*} the open university was referred to as a form of continuing education. The British Open University was taken as an example. It opened in 1971 with 24,000 students and in 1978 had about 81,000 students. The Open University is 'open' in all respects and restrictions relate only to the choice of the pace of study. Because of a shortage of places fixed intake figures have now been introduced.

In the Federal Republic of Germany the Fern-Universität is based at Hagen. It started in 1975 with 1,285 students and in 1978/79 it had 17,000 registered students. This university was founded with objectives different from those of the Open University and was intended to relieve the pressure on German universities rather than to offer a second chance to adults. Admission is therefore not open to everyone and only applicants who can satisfy the entry requirements for other German universities and technical universities are eligible.

^{*} Committee on Youth, Culture, Education, Information and Sport;
PE 80.724

In practice the Fern-Universität now operates mainly as an institute of higher education for working adults. There are three categories of students:

- (a) full-time students (10%)
- (b) part-time students (45%)
- (c) students registered for only one course or a few courses (45%).

The forms and methods of teaching are similar to the British system; although the Fern-Universität does not yet use the public broadcasting network.

The study centres play an important role; the university offers courses and after each course a preliminary examination is held. Students must send in assignments regularly, as a result of which they are not free to choose their own pace of study. The 'open' nature of this university lies chiefly in its use of correspondence teaching which for many adults eliminates the obstacles which prevent them from following courses of higher education. The other three characteristics of an open university, however, are less in evidence.

3. In the Netherlands the open university will start to function in 1984 and will have the four distinctive features of this type of higher education.

Although a television university is operating in Paris, 'open universities' have not developed in the Southern Community countries.

4. Experience in non-Community countries should also be taken into account. This applies in particular to Sweden where the open university was developed considerably earlier than in other European countries. In Sweden access to the open university has now been restricted in that qualifications for admission are the same as those required by other universities.

OBJECTIVES

5. The aim of the open university is to provide the opportunities of higher education for those who were unable to enjoy such opportunities previously or are at present unable to participate in the conventional forms of higher education.

The open university is a form of continuing education and has two objectives, a socio-economic and a socio-cultural one. The first objective is particularly concerned with promoting the technical and social development of manpower and the smooth functioning of the labour market, and improving vocational qualifications generally. The second objective concentrates on personal development and participation in society.

The two objectives need not conflict with each other. At a time when millions of Europeans are unable to find work as a result of large-scale structural unemployment the second objective is at least as important as the first. The open university should be attuned to individual demand and not just to the demands of the job market.

6. As the open university is a form of continuing education it could also be used to reduce working hours. Employees could interrupt their careers for specified periods to follow open university courses. The jobs which would become vacant as a result could be filled by others, thus redistributing the work available.

THE OPEN UNIVERSITY AND THE LABOUR MARKET

7. For the achievement of one of the two objectives, namely the linking of the education system to the labour market, it would be desirable for experts from the business sector to be given a say in designing and implementing higher education programmes. When deciding on the content of the education programme contacts will have to be established with the business world - and in particular the small- to medium-sized businesses.

The open university must be geared towards those branches of industry in Europe that are important for the future, i.e. those industries which produce high-technology goods and services, and innovative undertakings. In this connection cooperation between the open university and the advanced vocational training system is desirable. It is also important that this form of education should be geared to meet the requirements of the technical professions and to this end should make optimum provision for practical work experience, etc. Consideration should also be given to whether the development of open universities in the various Member States should be given priority in view of the limited financial resources for education. A similar approach should be used with regard to literacy courses, advanced elementary education and vocational training, aimed at the 16/17 year old group.

OPEN UNIVERSITY AND EMANCIPATION

8. This type of higher education offers young people and women the opportunity of following a course of study which is not or was not feasible for them financially in the conventional higher education system. The open university offers a second chance to anyone who lacked opportunities at an earlier stage and/or whose knowledge is no longer up-to-date. For women who have had to leave their jobs for a time for family reasons the open university provides an opportunity to make good the gaps in their knowledge and to improve their chances of employment.

RESOLUTION BY MR PEDINI AND OTHERS

9. Paragraphs 1 and 2:

The study that is requested should be based on existing studies by the OECD and the Council of Europe*. An adequate study has in fact already been made of the scope and results of this type of education and it would seem sufficient to update it on the

* Changing tertiary education in modern European society, 1978

basis of experience in the United Kingdom, the Netherlands, Germany and, by virtue of its leading position, Sweden. It is important to consider the situation in other Community countries, the reasons why this type of education has not been introduced, and how likely it is that it will be introduced at some future date.

Paragraph 3

The open university is very important for the elderly. As the population of Europe is ageing it must be a matter of concern to offer an active life to an older age group.

Paragraph 4

A pilot project seems unnecessary as there is already considerable experience of this type of higher education in Europe. The Commission should, rather, draw up a communication on this subject, based on the results of the study requested in paragraphs 1, 2 and 3.

CONCLUSIONS

10. The Committee on Social Affairs and Employment calls on the Committee on Youth, Culture, Education, Information and Sport to include the following paragraphs in its motion for a resolution:

I. The open university, which is more highly developed in the Northern countries of the Community than the Southern ones, is an important means of enabling those who have not so far been able to benefit from conventional higher education to do so now.

II. The open university should be aimed at women and young people, in view of the high level of unemployment in these groups. In view of the ageing population attention should also be paid to the elderly so that by means of the open university they are offered an active life as they grow older. As regards freer access for women to the employment market this type of higher education is especially well suited to making good the gaps in their knowledge after an interruption in their careers inter alia for family reasons.

III. The open university is a form of continuing education and could therefore be a method of bringing about a reduction in working hours.

IV. The two objectives of the open university, i.e. the socio-economic and the socio-cultural objectives, are both equally important. Precisely at a time when millions of Europeans are without jobs as a result of large-scale structural unemployment the socio-cultural objective is important. The open university must gear itself to the individual's needs.

V. In designing and implementing the open university's programme the business sector and in particular the high technology and innovative sectors must be consulted.

VI. The Commission is requested to conduct a study of the open university based on the existing studies by the OECD and the Council of Europe and on experience with the open university in the United Kingdom and Sweden. It is also important to consider why this system of higher education has not been introduced in the other Community countries.

VII. In the light of the above the Commission should submit a communication to the Council and to the European Parliament.
