



Hosted by: University of Maribor, Slovenia

programme

Lisbon Strategy

the role of universities and competitiveness of the danube region

Maribor, 21.–23. September 2006

ORGANISERS

HOST

Ivan Rozman, Rector of the University of Maribor

Danube Rectors' Conference

Helena Jasna Mencer, President of the DRC,
Rector of the University of Zagreb, Croatia

Andrei Marga, Vice-President of the DRC,
Former rector of the University of Cluj-Napoca, Romania

Ivan Rozman, Vice-President of the DRC,
Rector of the University of Maribor, Slovenia

Leopold März, Honorary President of the DRC,
Former rector of the BOKU Wien, Austria

Coordination at the University of Maribor

Marko Jesenšek, Vice-rector of the University of Maribor,
president of the organization committee

Lučka Lorber, advisor for the DRC Conference,
member of the organization committee

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During the last few years, the Danube Rectors' Conference (DRC) has discussed topics in relation to modern trends in the European University and Research Area. Other associations of universities deal with the main challenge: financing. In the time of competitiveness and minimal economic growth or even recession of economy, the task of financing the autonomous university in accordance with the local, national, regional and global mission becomes a more and more central issue. Now, universities have to find alternative sources of financing and turn to business. Cooperation with business is based on the common interest of higher education and business: human resource development and joint ventures (applied sciences) for reaching the set goals of the Lisbon Strategy. Thus, universities have to create knowledge by joint research and transfer this knowledge to students within joint programs and to business by applied sciences projects.

In Cluj-Napoca, recommendations were made to create DRC joint programs for doctoral studies with a focus on excellence within the DRC, in order to provide the best conditions for development of the Danube Regional University Area within the European University Area. Coherence and sustainable development are the common ground for mutual recognition within academia and science and the basis for cooperation between universities in the Danube region and the wider area.

Thus, the DRC is determined to create a groundwork for the formation of university networks joining academia and science among the network members for the creation of DRC doctoral studies. The future of the Danube region lies within the goals of the Lisbon strategy, which is to become the best developed knowledge based society in the world. This European society is growing and faces challenges as stated in Wim Kok's report to the European Commission. For this, the Danube universities will seek opportunities to create a Danube region research area for knowledge development, and the university consortia will aim to develop appropriate top study programs to transfer the created knowledge to students. Thus, the human resources of the Lisbon strategy will be produced in future joint programs having in mind the regional development programmes summarized in the update of the Lisbon Agenda – The Gothenburg Agenda.

An important aspect of practical implementation is the link between universities and economic institutions and mutual knowledge transfer. The major task is to attract business to the human resources produced by the universities and to awaken potential interest in joint ventures between business and universities within the applied sciences. The Danube region universities still lack the necessary mechanisms to include financial incentives such as applied sciences, technology parks, spin offs and alumni, in the university policy.

The DRC conference will discuss the topics listed below in order to find a common policy for support of the Danube region universities for the Lisbon strategy. The task of a university is not only to educate, but also to enable employment by creation of opportunities for developed human resources to find employment. In plenary sessions and working groups the participants will discuss:

1. The role of Danube universities in the European Research and Higher Education Area,
2. The role of the university in the European Employment Policy – joint degree programs, knowledge transfer, sustainable development, employability,
3. The active role of students in the Bologna Process,
4. International cooperation (in the framework of IRO),
5. The Lisbon strategy and competitiveness of the Danube Region.

Finally, the conference intends to give recommendations on the selected topic within the fields of discussion and a statement of the DRC regarding the theme of the conference for dissemination among DRC members and the wider European University Area.

Pre-conference meeting

Wednesday, 20 September

- 11:00 Senate Session
- 12:00 Press Conference
- 19:00 Presidency Dinner

Conference

Thursday, 21 September

- 08:00–10:00 Registration
- 09:00–10:00 Permanent Committee Meeting
- 10:00–10:30 DRC Opening Ceremony

Welcome and Introduction to the Theme

Ivan Rozman, Vice-president of the DRC, Rector of the University of Maribor, Slovenia

Helena Jasna Mencer, President of the DRC, Rector of the University of Zagreb, Croatia

Boris Sovič, Mayor of the city of Maribor, Slovenia

Jure Zupan, Minister of Higher Education, Science and Technology, Slovenia

10:30–12:00 Plenary I

- Chair persons: Helena Jasna Mencer, Andrei Marga, Ivan Rozman.

In spring 2000, the European Union adopted the Lisbon Strategy setting several benchmarks for the achievement of the goal of becoming the most fully developed knowledge-based society in the world. The half-time reports, especially the report by the Commission led by Wim Kok, show that the EU is far from reaching these benchmarks. Therefore, the Lisbon agenda has been reaffirmed with additional directives for enhancing the European integration efforts. The Goteborg agenda retains the benchmarks, but provides other methods to fulfil the mission. The universities shall be creators of knowledge by means of scientific excellence; they shall transfer knowledge to society in different ways, mainly by providing human resources for the knowledge society. The keynote speakers will give some views on the theme which will serve as a base for discussions in the working groups.

Keynote Speakers:

Universities as Strong Actors in the Europe of Knowledge

Georg Winckler, President of EUA, University of Vienna, Austria

The Magna Charta and the Role of Universities in the Development of the Danube Region

Andris Barblan, Secretary – General of the Magna Charta Observatory, University of Bologna, Italy

University Autonomy – Benefits or Care – Financing in the Market

Felix Unger, President of the European Academy of Sciences and Arts, Salzburg, Austria

Europeanization in Higher Education. The Legitimacy of the University

Andrei Marga, Vice-President of the Danube Rectors' Conference, University of Cluj-Napoca, Romania

12:30 Reception by Mayor of the city of Maribor, Boris Sovič

13:00 Lunch

14:30–18:00 Work Group Session I

The working groups will discuss the theme from a national perspective and will show the steps taken by the Danube Region universities to increase European scientific cooperation (European Research Area), and for the development of joint study programmes (European University Area) by the presentation of good practice. Working group 1 will discuss the regional mission of universities; the second working group will tackle the academic activities of Socrates Erasmus and Tempus. Working group 3 will concentrate on the student perspective of the Bologna Process. Working group 4 will be the meeting of international relations offices which will discuss the ways of supporting given aims and working group 5 will focus on European frame work programmes (in preparation for FP 7).

14:30–16:00 WG 1 – The Role of the Danube Universities in the European Research and Higher Education Area

- Chairman: Zoltan Abadi Nagy, Former rector of the University of Debrecen, Hungary
- Rapporteur: Marko Jesenšek, Vice-rector of the University of Maribor, Slovenia

16:00–16:30 Coffee break

16:30–18:00 WG 2 – The University in European Employment Policy – Joint Degree Programs, Knowledge Transfer, Sustainable Development, Employability

- Chairman: Michael Daxner, Former Rector of the University of Oldenburg, Germany
- Rapporteur: Franz Wurm, Vice-rector of the Johannes Kepler University in Linz, Austria

16:30–18:00 WG 3 – Bologna Process – Active Role of the Students

- Chair persons: Ivan Rozman, Rector of the University of Maribor, Slovenia
Helena Jasna Mencer, Rector of the University of Zagreb, Croatia
- Rapporteur: Marko Pukšič, Students' Vice-rector, University of Maribor, Slovenia

15:00–18:00 WG 4 – IRO meeting

- Chair person: Ana Ružička, Head of IRO, University of Zagreb, Croatia
- Rapporteur: Raluca Buciuman, Head of IRO, University of Cluj-Napoca, Romania

19:00 Dies Academicus

20:00 Dinner

21:00 Cultural Programme

Friday, 22 September

08:15–9:00 Guided City Tour

09:30–11:00 Plenary Session II

- Chair persons: Helena Jasna Mencer, Andrei Marga, Ivan Rozman

History, Organization and Financing European University Sport: The Role of EUSA.

Alberto Gualtieri, President of the European University Sport Association, Italy

Quality and Ranking: is there any correlation?

Ferdinand Dĕvinsky, Former Rector of Comenius University in Bratislava, Slovakia

Lisbon Strategy – Benchmarks and Reality

Janez Potočnik, European Commissioner for Science and Research, Brussels, Belgium

11:00–12:30 Work group – session I

WG 5 – Lisbon Strategy and Competitiveness of the Danube Region

- Chairman: Željko Knez, Vice-rector of the University of Maribor, Slovenia
- Rapporteur: Roberta Maierhofer, Vice-rector of International Relations and Affirmative Action for Women, University of Graz, Austria

12:30–12:50 Coffee break

12:50–14:00 Work Group Session II (presentations of good practice)

Group A (WG 1, WG 5)

- European Research Area – MOBILE RESEARCHERS – Alenka Flander, Jaka Tomc, Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS) – Ljubljana, Slovenia
- The European Charter for Researchers. The Code of Conduct for the Recruitment of Researchers VII. Framework Programme, People, Radojka Verčko, Ministry of Higher Education, Science and Technology – Ljubljana, Slovenia
- Presentation of project in the 6th Framework Programme concerning European Executive Title, coordinated by the Faculty of Law of the University of Maribor, Wolfgang Jelinek, University of Graz, Austria
- Presentation of COBISS and SICRIS systems, József Göyörkös, Institute of Information Science, Maribor, Slovenia
- Private education, a True Model for the Danube Area Academic Space, Aurel Ardelean, Rector of the "Vasile Goldis" University, Arad, Romania
- Presentation of projects coordinated by the University of Ss. Cyril and Methodius in Trnava, Eduard Kostolanský, Rector of the University of Ss. Cyril and Methodius in Trnava, Slovakia
- Presentation of Junior Researchers' Club of the University of Maribor, Tomaž Kostanjevec, Faculty of Mechanical Engineering, University of Maribor, Slovenia

Group B (WG 2)

- Presentation of E-learning subject *Introduction to critical thinking*, Milan Franc, Svarog, Maribor, Slovenia
- Presentation of Slang Master project coordinated by the University of Maribor, Herta Maurer - Lausegger, University of Klagenfurt, Austria

- The Role of University in European Employment Policy, Raluca Buciuman, Head of IRO, University of Cluj-Napoca, Romania
- Presentation of EUMAFIS project, Šime Ivanjko, Dean of Faculty of Law, University of Maribor, Slovenia
- The University Community and Sustainable Development: a case study development through TQM, Lidia Cristea, Rector of Romanian University of Sciences and Arts "Gheorghe Cristea" Bucharest, Romania
- Development of a National Qualifications Framework in Higher Education, Dejan Škorjanc, Faculty of Agriculture, University of Maribor, Slovenia

Group C (WG 3, WG 4)

- Presentation of TEMPUS Project – Helena Hiršenberger, University of Novi Sad, Serbia
- International Co-operation, Ljiljana Šulentič, University of Sarajevo, Bosnia and Herzegovina
- Presentation of co-operation among Bavarian Universities, Heinz Pöhlmann, University of Bayreuth, Germany

14:00–15:00 Lunch

15:00–16:00 Preparation of Conclusions

WG 1, WG 2, WG 3, WG 4, WG 5 – preparation of conclusions

16:00–18:00 Plenary Session III

Presentation of Results

20:00 Gala Dinner

Cultural programme

Saturday, 23 September

09:30–12:00 General Assembly

- Annual Report
- Election of the new president and vice-presidents
- Introduction of work programme

12:30–14:00 Excursion to Meranovo

- Lunch
- Closing ceremony
- Wine awards
- Wine tasting
- Social programme

Parallel events

21.–23.9.2006 International Symposium on phraseology EPHRAS

21.9.2006 Dies Academicus

22.9.2006 Chemists' Days

22.9.2006 Researchers' Night

21.–22.9.2006 International Scientific Conference – European Area of Justice and Civil Enforcement organized by the Faculty of Law of the University of Maribor

Social Programme for companions only

Guided city tour, Maribor, Thursday, 21 September (10:00–12:00)

Maribor is the second largest urban centre in Slovenia, situated beside the Drava river and surrounded by the Pohorje mountains on the south side and the hill-chain of Kozjak to the north. Guests are invited to join a guided tour around the city where they will discover the most interesting cultural and architectural highlights of the Styrian capital. We will visit the loveliest spots of the city, including the old town centre, which still manifests visible remains of the medieval defense wall. A leisurely walk around also reveals the richness of our cultural heritage, including the Slovene National Theatre, the rich Provincial museum housed in the monumental building of the ancient city castle, and the oldest vine in the world, as well as a variety of squares, cathedrals, and other fascinating places.

Excursion, Kozjak, Thursday, 21 September (12:00)

After the guided tour, guests will be taken for a walk up the hill chain of Kozjak, which lies on the north side of the Drava valley. Here, local inhabitants developed home crafts along with farming in order to survive, and the continuing intermingling of both is what makes this region especially interesting. We will watch a demonstration of the way these crafts were once practiced by some of the local inhabitants, including the baking of bread in a genuine baker's oven, wool spinning, and iron forging. Visitors are afterwards invited for a hearty rural lunch at one of the loveliest tourist farms in the area, accompanied by a slideshow of the Pohorje mountain chain. During the last part of the trip, a group of folklore musicians will join in to lighten the atmosphere.

Rafting on the Drava river, Thursday, 21 September (16:00–17:30)

We will embark on a wooden raft which gently follows the route which was once essential to maintaining the prosperity of the region. Along with a fascinating explanation of the history and culture of the region from our guide, we will have a unique chance to admire the old part of the city from a completely different, and slightly unconventional, angle. The river tells a story of its own about the city market, the ancient defense towers, and one of the biggest synagogues in this part of Europe, standing beside the Jewish Tower at the Jewish Square. Most of all, it tells the story of people's lives in days long ago.

Social Programme for delegates and guests

Dies Academicus – main ceremony, Thursday, 21 September (19:00)

Dinner and cultural programme, Thursday, 21 September (20:00)

Guided city tour, Maribor, Friday, 22 September (8:15)

Maribor is the second largest urban centre in Slovenia, situated beside the Drava river and surrounded by the Pohorje mountains on the south side and the hill-chain of Kozjak to the north. Guests are invited to join a guided tour around the city where they will discover the most interesting cultural and architectural highlights of the Styrian capital. We will visit the loveliest spots of the city, including the old town centre, which still manifests visible remains of the medieval defense wall. A leisurely walk around also reveals the richness of our cultural heritage, including the Slovene National Theatre, the rich Provincial museum housed in the monumental building of the ancient city castle, and the oldest vine in the world, as well as a variety of squares, cathedrals, and other fascinating places.

Wine Competition Opening Ceremony, Meranovo, Friday, 22 September (10:30)

Guests will be taken to the idyllic hill of Meranovo, which provides a view of the University of Maribor's prized vineyards. Their roots surely could tell many interesting stories, since they have rested in the land ever since archduke Janez, grandson of the empress Marie Theresa, first caught a glimpse of this landscape and fell in love with it at first sight. He introduced many great innovations to Styrian viticulture, not only because he established the first vineyard school in 1832 and grew some of Styria's best wines at his estate, but also because he was a great cosmopolitan who knew what an important place a good wine holds in the Western world. Here the Wine Competition will take place, and the International Wine Commission will introduce itself to the respected audience and explain the basic rules of wine evaluation.

Excursion to the castle of Slovenska Bistrica, Friday, 22 September (11:00)

From Meranovo, the company journeys to the castle of Slovenska Bistrica, which was first mentioned in historical documents dating from 1313. It is famous for its Gothic roof and its magnificent frescoes in the rotund tower, which provide a sample of baroque illusionary art. Since 1985 the Castle has been carefully reconstructed, and now it offers ten permanent exhibitions and collections. In the last couple of years it has become a cultural centre for the area, exhibiting various artefacts closely connected to the area and the people who live there. Visitors are invited to admire a variety of ethnologic material, including minerals and fossils, a collection of prayer books, oil lamps, and dolls in national costumes in different parts of the castle, including the wedding hall, the chapel and the gallery.

Visiting Žička Kartuzija, Friday, 22 september (13:30)

Žička Kartuzija is the oldest monastery in Slovenia. Inhabited in 1160 by the Carthusian order, it was established in 1084. Since 1782, when the Austrian emperor Joseph II dismissed the monastery, the monastery suffered a slow decline, but the monumental association has now restored it to its former grandeur. The main parts of the monastery are the upper and the lower monasteries, the Great Cathedral of the Order, the Chapels of the Otokar (the founder of the monastery), and the little cloisters. Guests can enjoy its medieval atmosphere by tasting wines and herbs, and afterwards treating themselves to a genuine medieval lunch.

Rowing regatta, Celje, Friday, 22 September (17:00)**Gala Dinner, Hotel Habakuk, Friday, 22 September (20:00)**

After an adventurous day, the whole company will gather at the most prestigious hotel in the region and enjoy a luxurious dinner.

Excursion, Meranovo, Saturday, 23 September (12:30)**Closing Ceremony, Meranovo, Saturday, 23 September (12:30)****Lunch, Meranovo, Saturday, 23 September (13:00)**

THE PLANNED EXCURSIONS WILL BE CARRIED OUT,
IF THERE WILL BE ENOUGH INTERESTED PERSONS

The Habakuk Hotel ***, Pohorska ulica 59, SI – 2000 Maribor**Tel: +386 2 300 81 30, E-mail: saso.brecelj@termemb.si

The Habakuk Hotel, a five-star hotel which received a prestigious international award for hotel quality – Maison de Qualite, is surrounded by beautiful natural environment on the outskirts of the Pohorje. It is only a few minutes drive away from Maribor – the economic, business, cultural and university centre of Styria.

The hotel has 127 twin bedded rooms, 4 suites and 9 apartments which are elegantly furnished and very comfortable. All rooms have a bathroom with either a shower or bath, direct telephone line, cable TV, radio, mini bar, safe and internet connections. The comprehensive image of the Habakuk Hotel is complemented by three restaurants and two bars, while the hotels culinary chefs pay special attention to the rich cuisine of the Styrian region and superior wines from this wine-making region. You will be served by friendly people, who will provide not only food and drinks, but also culinary tips. The Habakuk Hotel also offers recreation, health and beauty services and entertainment. It includes several outdoor and indoor pools with thermal water, Finnish saunas, Turkish bath, a tanning studio and a fitness studio. At the Wellness – SPA Centre you can treat yourself to a massage, body and facial treatment, various body wrappings or a hair style. In short, everything for relaxation, beauty and spiritual experience.

Single room	125 Euro
Double room	178 Euro

The Garni Tabor Hotel*, Podhostnik d.o.o., Ul. heroja Zidanška 18, SI – 2000 Maribor**Tel: +386 2 42 16 410, E-mail: hoteltabor@podhostnik.si

The Tabor hotel is situated in a quiet area of Maribor city, 1.5 km from the city centre, in the immediate vicinity of the sports and event centre »Dvorane Tabor« on the way to the Pohorje mountains – the world known skiing resort.

The hotel has 42 single, double, three-bed and four-bed rooms on smoking and non-smoking floors, with a total of 88 beds

The hotel features a restaurant where guests are served breakfast and other meals (to be ordered in advance), and two smoking and non-smoking club rooms.

The hotel complex includes a big, fenced-in parking for all types of vehicles.

Located directly on the opposite side of the hotel, there is a sports and event centre »Dvorane Tabor« (featuring indoor grounds, fitness, tennis courts, football ground, skating rink, hockey rink, athletic stadium, all-purpose hall), with a magnificent view of the Pohorje skiing resort.

E-mail access is available in the non-smoking club room.

Single room	46 Euro
Double room	63 Euro

The Bajt Garni Hotel *, Radvanjska 106, SI – 2000 Maribor**Tel: +386 2 33 27 650, E-mail: info@hotel-bajt.com

Hotel Bajt-garni was opened in the beginning of April 2001. Because of its location, hotel is attractive for tourists as well as business people. We primarily provide accommodations in single and double-bed rooms. Each room has its own WC with a shower, mini-bar, refrigerator, phone, low cost Internet, telephone and a cable TV. We provide comfortable rooms with many amenities and delicious breakfast

If you want a coffee in the morning or just a sociable evening talk with your best friends in best atmosphere at Bajt bar you will always find a nice music and excellent service.

As long as you are staying at hotel Bajt-garni you can access WWW on our multimedia computers. Usage is completely free of charge. If you are intending to stay longer a room cable connection can be installed (plug and play cable modem).

Single room	43 Euro
Double room	31 Euro

Villa Merano Hotel *, Macunova ulica 1, SI – 2000 Maribor**Tel: +386 2 614 13 12, E-mail: info@magira.si

The hotel Villa Merano is located at the slopes of the gigantic Pohorje hills, near the Pohorje arena and the congress centre. What is more, it is only 5 km away from the city centre. The symbiosis of the natural and modern can be seen from the inside out. A small á la cart restaurant and a cosy tavern with its comfortable terrace that offers a gorgeous view of the slopes, gives the hotel Villa Merano a very special charm.

Our guests can choose between 15 nicely decorated rooms, with solid oak furniture, hand-made blacksmith lamps, cornices and fences. All the rooms have spacious bathrooms along with a toilet, a shower and a bath, as well as a huge TV and a direct phone line. The so-called »Plus« rooms also have a safe, a mirror with a magnifier and a mini bar.

All our rooms have access to the balconies with a view towards Maribor.

Parking facilities for our guests are provided next to the hotel.

Single room	42 Euro
Double room	29 Euro

Bolfenk Hotel *, Hočko Pohorje 131, SI – 2208 Pohorje**Tel: +386 2 220 88 41, E-mail: info.scp@sc-pohorje.si

The new built **Hotel Bolfenk** is part of the apartment settlement Bolfenk, located 1050 meters above the sea level close to the ski slopes, 20 km from the centre of Maribor. Hotel has 20 high standard rooms which are modern furnished with kitchenette, bathroom (shower, WC, hairdryer), a balcony, with cable TV, phone and direct internet access. Hotel also offers ski room, big restaurant, smaller sunny terrace, lounge, small conference room with projector and TV. Parking is in front of the Hotel. Guests can also use whirlpool and saunas in neighbouring apartment house.

Single room	55 Euro
Double room	46 Euro

Pri Lešniku, Restaurant and Motel*, Dupleška 49, SI – 2000 Maribor**

Tel: + 386 2 47 12 322, Fax: gostilna.lesnik@siol.net

Hundred year tradition of a well known Maribor inn complements successfully with a modern look suitable for calm rest and relaxation. Offer of the place will meet flavours and demands of smaller and larger society, of business and private meetings.

Single room	42 Euro
Double room	65 Euro

The Kačar Hotel, Ptujška cesta 301j, SI – 2000 Maribor

Tel: + 386 2 629 05 00, E-mail: info@hotelkacar.si

The Kačar Hotel offers 16 air conditioned rooms, which will satisfy even the most demanding guests.

Rooms are equipped with: KTV, telephone, internet access, radio-hour-alarm, mini bar, bathroom: shower/bath, wc, hair dryer.

Unique comfort is also available for you in: fitness, whirlpool, Finnish sauna, Turkish sauna, restaurant, café bar, terrace.

On your return to the hotel after a long, hard, working day or just after a relaxing day, will be expecting you a nice, warm atmosphere and delicious cuisine of Kačars' restaurant. Relax yourself with culinary pleasures and chosen wines.

Single room	63 Euro
Double room	91 Euro

Milena Garni Hotel, Pohorska 49, 2000 Maribor

Tel.: ++ 386 (0)2 613 28 08, Fax: ++ 386 (0)2 613 20 96

The Hotel offers: night's lodgings with breakfast in 14 nicely furnished rooms and apartments (TWC, cable, TV, direct phone line, mini bar), club's premises, nice terrace, fenced parking place, various sports activity options and nice promenades in the Pohorje forest.

Double room:	52 Euro
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Upon arrival in Maribor

By car:

Discovering Slovenia by car can be very comfortable. Maribor has good road connections with all neighbouring countries, as well as with other places in Slovenia, and has a wide network of modern motorways. However, don't ignore the side roads, which remain hidden to the hurrying traveller.

From Ljubljana, the capital of Slovenia, to Maribor it is only about an hour's drive (road A1/E57); from Maribor to the Austrian border just a few minutes (road A9/E57/E59); to Zagreb (road 1/E59) less than two hours; to Hungary a little longer (about 80 km) because there is no motorway connection; and from the Italian border a two and a half hour drive separates you from Maribor.

In Slovenia you can rent a car at rental agencies, including:

- AVIS RENT A CAR, tel. +386 (0)1 583 35 70, www.avis-alpe.si, mbx@avis-alpe.si
- AVTOIMPEX, tel. +386 (0)1 519 72 97, www.avtoimpex.si
- HERTZ, KOMPAS RENT A CAR D.D. LJUBLJANA, tel. +386 (0)1 548 47 09, www.hertz.si
- HERTZ-AMZS, Dunajska 122, +386 (0)1 530 53 78, 080 19 80, www.hertz.si, info@hertz.si
- CEBORT, tel. +386 (0)1 256 20 66, www.cebort.si
- NATIONAL CAR RENTAL, Ptujška cesta 132, +386 (0)51 419 777, +386 (0)2 46 00 136, www.avantcar.si

By plane:

Brnik Airport

Most air traffic in Slovenia is handled by Slovenia's international Brnik Airport, serviced by the Slovene national carrier Adria Airways (www.adria.si). Brnik Airport is a distance of 100 km from Maribor, a one and a half hour drive by car and two hours by train.

Nearby international airports:

Maribor's nearest international airport is 40 km away in **Graz (Austria)**. The airport in **Zagreb (Croatia)** is 100 km from Maribor.

By rail:

Maribor has direct railway links with Austria from Vienna, Klagenfurt, Graz, and Villach, with Germany from Munich (change at Ljubljana), with Croatia from Zagreb and Rijeka, with Hungary from Budapest, with the Czech Republic from Brno and Prague, with Italy from Trieste, and with Switzerland from Geneva (change at Ljubljana).

Slovene Railways (www.slo-zeleznice.si) offer a variety of home and international travelling discounts.

By bus:

Maribor is connected to Zagreb (CRO), Graz (A), Belgrade (YU), Amsterdam (NL) Rotterdam (NL) and most places in Germany by **regular international bus lines**. Many Slovene towns are connected by regular bus services to Austria, Croatia, England, France, Germany, Netherlands, Sweden and countries of the former Republic of Yugoslavia.

Distances from Maribor to several cities (in km):

Ljubljana (130), Graz (60), Vienna (260), Munich (460), Trieste (230), Budapest (350), Zagreb (120), Frankfurt (853), Rome (878), Milan (632), Salzburg (344), and Zürich (836).

Taxis in Maribor

There are several inexpensive taxi services available in Maribor:

- **Radio Taxi:** Free phone number: +386 (0)80 12 22, price: 159 SIT/km
- **Taxi Plus:** Free phone number: +386 (0)80 11 22, price: 120 SIT/km
- **Mikro Taxi:** Free phone number: +386 (0)2 42 15 888, +386 (0) 41 444 222, price: 99 SIT/km
- **XXL Taxi:** 031/801 339, price by agreement.

Shuttle buses provided by the Conference

Shuttle bus will wait for the participants of the DRC every day in the morning in front of the hotel. University staff will accompany the participants all the time.

Internet Access

Internet access will be available. Please, turn to the staff when needed.

Registration desk

Registration will be arranged in your hotels upon arrival and at the venue of the conference, separately for the working groups.

You will obtain conference material after arrival.

Weather

The average daily maximum temperature is between 15–18° C during the day and 10° C during the evening in September. We advise you to bring a warm overcoat and an umbrella, just in case.

Working language

English will be the working language of the Conference. No interpretation will be provided.

The capital of Styria, also known as the city under green Pohorje, is one of the sunniest places in Slovenia. Spreading out from both banks of the Drava river, the second largest city in Slovenia is a centre for economic, cultural, scientific research, congress and a complete tourist centre of northeast Slovenia. It is also a traffic centre, as it is located on the crossroads from west to east and southern Europe, just 11 km from the Austrian border.

In 1209 the settlement was given market rights and in 1254 it was first mentioned as a town. Just a year later the townspeople began to build a two-kilometre long city wall which set the boundary of the old town core. The wall was fortified with four defence towers which helped to protect the town from Turkish invasions, and which today still bring to light many legends.

Nowadays Maribor is strongly oriented towards the development of tourism and other service activities, such as the wine growing industry. It is the centre of south Styria viticulture and viniculture, which produces the highest quality white varieties. Kalvarija, a hill that protects the city from the north wind, is mantled in grape vines which literally sprout from the city. The most famous of these is Stara trta, the oldest vine in the world, which has been growing for more than 400 years as a tourist attraction on the banks of the Drava in the old, renovated town core. In all directions vine covered hills spread from the city, dotted with farmsteads at which guests can taste traditional home cooking and the best wines that the Maribor wine-growing district has to offer.

Maribor is also proud of its numerous cultural, entertainment and sporting events, including Zlata lisica (skiing), the Lent Festival, the Borštnik Meeting (theatre), and Naša Pesem (our song), which attract increasing numbers of tourists to the city.

To the south of Maribor rises the Pohorje range, home to one of the largest ski centres in Slovenia, where the world cup in alpine skiing for ladies, the Zlata lisica, takes place. It offers countless ski slopes, walking and bicycle paths, adrenaline sports, events at Snežni stadium, a sea of refreshing forests, meadows, and treasure houses of peace and fresh air which provide a workshop for a healthy body and full spirit.

Maribor, the seat of one of the three Slovene universities, was first mentioned in historical documents as a town as early as the year 1254. The beginnings of higher education in Maribor are closely connected to Anton Martin Slomšek, the bishop of the Lavantine diocese in St. Andraž in Carinthia. The bishop moved the seat of the diocese to Maribor in 1859 and opened a new seminary and religious school in the city. This was the first institution of higher education in Maribor and a forerunner of the present day university.

The first institution of the present-day university (the Faculty of Theology does not form a part of the University of Maribor) was the School of Economics and Commerce, which was founded in 1959 and offered a two-year programme of study.

In 1961 the Association of Institutions of Higher Education in Maribor was formed. The organizational model of the Association and its relations with the faculties and its institutions was similar to the traditional model of university organization. After the individual schools developed into faculties, it was only a matter of time before the Association of Institutions of Higher Education became a university. The Assembly of the Socialist Republic of Slovenia confirmed the university status of the institutions of higher education in Maribor in 1975.

The University co-operates with various institutions of higher education and academic associations throughout the world in all research fields developed by its faculty members. Over fifty formal contracts of co-operation exist, together with several letters of intent and additional contracts currently being developed. Co-operation encompasses numerous activities ranging from study visits to joint research projects. The University of Maribor is active in various networks, such as regional and European Rectors' Conferences, networks of International agencies (UNESCO, Council of Europe) and in multilateral programmes of co-operation, including SOCRATES, TEMPUS, COST, ACE, PECO, COPERNICUS, CEEPUS, FEMIRC and the 6th Framework programme.

Courses of study offered by the University of Maribor and its member institutions are degree study programmes leading to the award of diplomas and credential programmes leading to the award of certificates. Degree study programmes can be undergraduate – leading to university degrees and to degrees of professional higher education institutions – and graduate study programmes. Study programmes are offered by faculties and one College as full time or part time studies. In this academic year we have 24,443 undergraduate and 2,095 post graduate students at the University of Maribor.

The main building of the University is situated in the centre of Maribor, near the National Theatre and the cathedral. The building was renovated in the year 2000 to perfectly harmonize with the beautiful city centre.

University of Maribor

Slomškov trg 15

SI – 2000 Maribor

Tel.: +386 2 23 55 255 (Mr. Mladen Kraljič)

+386 2 23 55 342 (Mrs. Ajda Šoštarič)

+386 2 23 55 347 (Mrs. Karolina Bucka)

+386 2 23 55 269 (Mrs. Janca Andrej Vidmar)

+386 2 23 55 446 (Mrs. Anita Kodba)

+386 2 23 55 268 (Mrs. Lidija Sosič)

Fax: +386 2 23 55 267

E-mail: inter.center@uni-mb.si



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D A N U B E R E C T O R S ' C O N F E R E N C E

**THE ROLE OF UNIVERSITIES AND THE
COMPETITIVENESS OF THE DANUBE REGION**

**VLOGA UNIVERZ IN KONKURENČNOST
PODONAVSKE REGIJE**

This book was published on the occasion of the Danube Rectors' Conference, which took place in Maribor from 21 to 23 September 2006.



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Edited by

Prof. dr. Ivan Rozman

Doc. dr. Lučka Lorber

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Vloga univerz in konkurenčnost podonavske regije

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Advisory Board

Ivan Rozman, Rector of the University of Maribor

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Editor

Ivan Rozman, Rector of the University of Maribor

Lučka Lorber, Rectors' Advisor for Danube Rectors' Conference, University of Maribor

Reviewers

Marijan Šunjić, Former Rector of the University of Zagreb

Ludvik Toplak, Former Rector of the University of Maribor

Translation

Mladen Kraljić, Head of International Relations Office, University of Maribor

Language Editing

Victor Kennedy, Faculty of Arts, University of Maribor

Marko Jesenšek, Faculty of Arts, University of Maribor

Zinka Zorko, Faculty of Arts, University of Maribor

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Welcome addresses

Magnificences, esteemed colleagues, dear ladies and gentlemen,

on behalf of the University of Maribor I cordially welcome you to this year's Danube Rectors' Conference titled "Lisbon Strategy - The Role of Universities and the Competitiveness of the Danube Region" taking place in Maribor from 21 to 23 September 2006. This is the third time, after the years 1997 and 2000, that the University of Maribor welcomes representatives from the member universities of the Danube Rectors' Conference.

This year, the participants have at their disposal a miscellany of the conference containing contributions by eminent keynote speakers and introductory speeches by the chairpersons of the five thematic working groups.

We are especially honoured that so many of you came to Maribor to discuss interesting and relevant topics and to meet with colleagues from the Danube region. There are almost three working days ahead of us, and I wish to all of us successful work and a pleasant time in Maribor.

I also wish to thank the Ministry of Higher Education, Science and Technology for supporting the conference.

Prof. Dr. Ivan Rozman
Vice-president of the Danube Rectors' Conference
Rector of the University of Maribor

Magnificence, cenjeni kolegi, spoštovane dame in gospodje,

v imenu Univerze v Mariboru Vas prisrčno pozdravljam na letošnji Podonavski rektorski konferenci z naslovom Lizbonska strategija – vloga univerz in konkurenčnost podonavske regije, ki poteka v Mariboru od 21. do 23. septembra 2006.

Univerza v Mariboru tretjič v svoji zgodovini gosti predstavnike univerz članic Podonavske rektorske konference. Letos smo za konferenco pripravili novost – zbornik z objavljenimi plenarnimi predavanji in uvodnimi referati petih tematskih delovnih skupin, ki so jih napisali ugledni predstavniki evropskega univerzitetnega prostora.

Posebej smo počaščeni, ker ste se konference v Mariboru udeležili v tako velikem številu. Razpravljali bomo o aktualnih temah in se družili s kolegi iz podonavske regije. Pred nami so trije delovni dnevi, zato želim vsem nam uspešno delo in prijetno bivanje v Mariboru.

Zahvaljujem se Ministrstvu za visoko šolstvo, znanost in tehnologijo za finančno podporo pri organizaciji Podonavske rektorske konference.

Prof. dr. Ivan Rozman
Podpredsednik Podonavske rektorske konference
Rektor Univerze v Mariboru

Respected Rectors, Dear Colleagues,

The Danube Rectors' Conference has come a long way. It was founded in 1983, when the Iron Curtain was almost impermeable for university people. Today, seventeen years after the "annus mirabilis" of 1989, we meet as if Europe had never been divided. The founding fathers of the DRC obviously never agreed to be contained by political, administrative and ideological borders. The existence of the DRC by itself is therefore a clear example of the fact that universities are a corner stone of the foundations of open, pluralistic and democratic societies. Today, we take this re-unified Europe for granted, but we should always remember how it all developed and, at the same time, that we have still a way to go, as remnants of the division lines are still visible. It is obvious that our European societies have not yet arrived at the same level of democracy and openness and of institutional development. There are many hurdles we have to overcome before we reach our aims. Mobility of students and scientists, for example, remains a challenge for years to come. I strongly recommend that we devote one of our next activities to the discussion of obstacles to mobility, as has already been suggested in one of the most recent Permanent Committee meetings. Restrictive visa and immigration policies, programmes that do not cover all the relevant countries and institutions equally, lack of funds, different stages of university legislation and development etc., require action. But, coming back to the DRC itself, action starts with communication and concrete activities.

The Magna Charta Universitatum of 1988 still serves as the fundamental mission for the development of our institutions. With every joint activity we should be able to move a step closer to its realization.

The DRC, with its geopolitical concept, remains a unique platform for the exchange of information and the development of projects in what is probably the most critical and vulnerable region of Europe. This year, in Maribor, home one of the most active DRC universities in recent years, there is, once again, an excellent opportunity to move ahead towards making our region an integral part of the European Space of Higher Education. This

will be of benefit to all of us, especially our institutions and countries. Let us keep that in mind and encourage others not to stand aside.

I regret that I cannot be with you this year, but I am looking forward to meeting you all next year – 2007 in Austria – right on the banks of the Danube.

I wish you the best of success and a good conference.

Prof. Dr. Leopold März,
Honorary President
of the Danube Rectors' Conference

Spoštovani rektorji, dragi kolegi!

Podonavska rektorska konferenca je prehodila dolgo pot. Ustanovljena je bila leta 1983, ko nas je še ločevala železna zavesa, ki se je zdela za univerzitetno sodelovanje tako rekoč nepremagljiva ovira. Danes, sedemnajst let po *annus mirabilis 1989*, se srečujemo in povezujemo, kot da Evropa nikoli ni bila razdeljena. Ustanovitelji Podonavske rektorske konference očitno nikoli niso pristajali na politična zatiranja ter nesmiselno postavljene upravne in ideološke meje. Podonavska rektorska konferenca je zato ves čas dokazovala, da morajo biti univerze tista vodilna sila, ki vzpostavlja in zagotavlja odprto, pluralistično in demokratično družbo. Danes se nam zdi ponovno združena Evropa samoumevna, vendar pa ne smemo nikoli več pozabiti težke poti, ki smo jo zaradi tega morali prehoditi (in kaj se nam je na njej dogajalo), hkrati pa se moramo zavedati, da nenehno ostajamo ujetniki te poti, na kateri so še vedno obrisi mejnih črt. Očitno je, da današnja evropska družba še ni dosegla enake ravni demokracije, odprtosti in institucionalnega razvoja, zato bo potrebno premagati še veliko ovir na poti do zastavljenih skupnih ciljev – povečanje mobilnosti študentov in profesorjev je eden izmed takih izzivov, ki nas v prihodnosti še čaka. Resno in odgovorno se moramo spopasti s težavami, ki ovirajo mobilnost v evropskem univerzitetnem prostoru, in čim prej poiskati rešitve, kot smo priporočali že na enem izmed sestankov Stalnega komiteja v bližnji preteklosti. Restriktivna politika, prepoznavna po vizah in migracijah, programi, ki ne morejo vključevati vseh držav in institucij na enak način, pomanjkanje sredstev, različne stopnje univerzitetne zakonodaje in razvitosti ..., vse to zahteva odločen nastop in spremembe. V tem okviru vidim tudi delovanje Podonavske rektorske konference – spremembe se začenjajo s komunikacijo in konkretnimi aktivnostmi.

Temeljno poslanstvo za razvoj naših institucij je zapisano v Magni Charti Universitatum iz leta 1988 – z vsako skupno aktivnostjo, ki jo uspešno izpeljemo, smo korak bližje do njene popolne uresničitve.

Podonavska rektorska konferenca, upoštevajoč tudi in predvsem geografski prostor, ostaja edinstvena osnova za izmenjavo informacij in razvoj projektov v verjetno najbolj kritični in ranljivi regiji Evrope. Letos imamo v Mariboru, mestu ene najbolj aktivnih univerz Podonavske rektorske konference zadnjih

let, ponovno veliko priložnost, da naredimo korak naprej in tako podonavski prostor še tesneje vključimo v sestavni del evropskega univerzitetnega prostora – to bo koristilo našim institucijam in državam. Zavedajmo se tega poslanstva in spodbujajmo druge, da ne bodo stali ob strani.

Obžalujem, da letos ne morem biti z Vami, se pa veselim naslednjega srečanja leta 2007 v Avstriji – prav na bregu Donave.

Želim Vam uspešno delo na konferenci in Vas lepo pozdravljam.

Prof. Dr. Leopold März,
častni predsednik
Podonavske rektorske konference

Respected Rectors, Esteemed guests,

The heads of the EU member states have committed themselves to the Lisbon strategy and confirmed their commitment, in the Lisbon renewed strategy, to defining investment in human resources and development of active and dynamic social states as key priorities in creating a knowledge-based economy. This means the commitment of the member states to placing life long learning high on the priority list of goals and tasks, recognising that the development of skills increases employability. Integrated guidelines encourage EU members to adapt their education and training systems to meet increased demand for new skills. The EU Council stressed the needs of knowledge based societies and economies founded on populations with sufficient levels of key competences, including IT literacy, electronic media management skills, and with the capacity for achieving higher levels of knowledge and skills.

In keeping with these EU guidelines, Slovenia must also implement effective and systematic instruments for achieving our national goals in the framework of common European policies, strategies and regulations. To foster economic growth it is necessary to increase the acquisition of domestic and foreign knowledge.

The basic change we would like to achieve in the field of education is reinforcing the cooperation of research facilities in the academic and economic sectors. We believe that joint efforts of experts from many fields and backgrounds in new technological, organizational, design, marketing and other endeavours is the best way to greater innovation and faster technological development of the economy. Our goal is creating an effective and open “innovation system” for interactive cooperation between the key stakeholders (enterprises, universities, public and private research institutes, state administration and supportive institutions such as agencies, technological parks, financial organizations, etc.). The Slovene priority is creating an effective regionally balanced network of educational, lifelong learning and consulting contact points to support and respond to the requirements of the national and regional economy.

Our goal is to create a stimulating environment, to encourage reform of the existing universities and their interaction with institutes, and to establish new private higher education institutions. This will foster the necessary competi-

tion and will create a much wider university space. In the area of research and development, we primarily suggest the redirection of resources towards more applied research, to technological development and cooperation between academia and companies, to the simplification of procedures for obtaining necessary funds and equipment, and towards the unification of technological policy between the sectors.

The European higher education area is becoming a partner with higher education systems in other regions of the world, thus encouraging balanced mobility of students, staff and academics and strong and transparent cooperation between higher education institutions. The Ministry of Higher Education, Science and Technology favours joint study programmes with the view to opening Slovene higher education institutions beyond our national borders into the European higher education area. Cooperation also brings other advantages, such as better integration into mixed research and educational teams, better visibility of Slovene higher education institutions, and more links for common projects with third parties outside the European research and higher education area.

Joint programmes should represent additional value for the mobility of students and staff. They should be primarily developed in the areas of an individual institution's excellence and should also lead to other forms of strategic partnership among institutions, applied research and innovation projects.

By the Lisbon strategy the importance of the universities for Europe's future together with their past contributions to the knowledge-based society has been recognised beyond any doubt. The role and significance of universities, however, lies within their capacity to adapt to current scientific developments and actually implement and perform necessary reforms. The list of changes ahead is long and will take a high level of engagement between internal university potentials and harmonised performance of stakeholders in the common higher education and research areas.

The universities will be faced with the need to adapt or change the principles of their management and governance of their institutions, especially their management and quality assurance, in order to successfully respond to new needs of the expanded environment and expectations of society towards

their mission. To increase the effect of the educational role of the universities, successful implementation of the complex Bologna reform will be necessary. Research in higher education should be strengthened through links with research areas in all fields of the private and public sectors, through the transfer of innovations, and through the application of research results to technological development. To reinforce the education and research activities of the universities it is necessary to encourage cooperation as well as competition among universities and other institutions. Paradoxically, excellence and competitiveness is often achieved through cooperation with competitors. The recognition that in today's sophisticated world of science and technology not a single institution can be at the very top in all fields will foster cooperation among the very best and most self-sufficient institutions, with smaller ones showing excellence in specific fields.

Therefore, in the future more and more significance will be placed on European cooperation, the excellence of specific programmes, and the varieties of fields of education and training, as well as on the directed use of European Structural Funds. The challenges of the global society will foster the European dimension of higher education and research in Europe, which will necessarily be upgraded with greater internationalization and cooperation with competitors from other regions. Greater contributions of the universities to the comparative advantage of Europe will not be possible to achieve without reinforcing the public-private partnership in higher education and research, which is where we now lag behind. Not only is financing and support needed for already existing institutions, or for the establishment of new institutions, programmes and projects, there is an even greater need for cooperation between existing institutions where human resources and infrastructure are concerned, be it public or private.

The future of European universities depends on the preservation of their diversity and at the same time an agreement on common standards, encouraging excellence and competition on one hand and cooperation on the other, preserving their traditionally broad mission of developing new ways to support national and European competitiveness.

Contemporary challenges in the production, transfer and use of knowledge demand more complex ways of integration of higher education institutions and individuals, supported by IT. The significance of virtual knowledge communities is increasing. Speaking of the broader mission of universities, improvements in interaction between student and teacher cannot be neglected. Equally important for the further development of the European cultural space (and indirectly for European safety and stability) is the development of various new mechanisms of cooperation which do not threaten the existing channels of direct interaction among European citizens. Interaction strengthens the bonds between people, their knowledge, and their recognition of other cultures as well as the sense of belonging to the wider European community in an ever more multicultural European society of mobile individuals.

In this context the mobility of youth, especially students, is of particular importance, where the purposes and effects of individual mobility are interwoven.

International mobility of students remains one of the key priorities of the Bologna process embodied in various EU mobility programmes. Common action in the EU should be even more strongly directed not only towards mobility, but especially towards removing the remaining obstacles for high school education mobility. The necessary measures are transfer of scholarships, study loans, simplified procedures for boarding permissions and work permits, development of different recognition tools and simplification of procedures, as well as learning foreign languages, higher financial support and encouraging reciprocity of exchange.

Prof. Dr. Jure Zupan,
Minister of Higher Education,
Science and Technology

Spoštovani rektorji, dragi gostje!

V okviru Lizbonske strategije so se članice Evropske unije zavezale, da bodo obnovile strategijo Lizbone. Vlaganja v človeške vire ter razvoj aktivnih in dinamičnih socialnih držav so najpomembnejši dejavniki pri vzpostavljanju na znanju temelječe ekonomije. Zaveza držav članic preudarno postavlja vzpodbujanje in promocijo vseživljenjskega učenja kot temelj evropskega izobraževalnega sistema, to pa samo potrjuje dejstvo, da je dolgoročni razvoj znanja in spretnosti edini pravi odgovor na vprašanje o zaposljivosti. Integrirane smernice spodbujajo članice EU, da se zavzemajo za izobraževanje in usposabljanje, ki bo brez težav zagotovilo povpraševanje po večjih spretnostih. Svet Evropske unije je poudaril, da sodobna Evropa potrebuje na znanju temelječo družbo in ekonomijo. Prebivalstvo mora imeti dovolj kompetenc – pomembno je biti pismen v informacijski tehnologiji, uporabljati elektronske medije in dosegati višjo raven znanja in spretnosti.

Slovenija mora poiskati najboljšo pot za učinkovito in sistematično doseganje nacionalnih ciljev v okviru skupne evropske politike, strategij in določil. Pri tem je potrebno načrtno in zavestno povečati vpliv domačega in tujega znanja, saj to krepi in neguje ekonomsko rast v Sloveniji.

Osnovna sprememba, ki jo želimo doseči v izobraževanju, je čim tesnejše sodelovanje med raziskovalno, akademsko in ekonomsko sfero. Skupna prizadevanja strokovnjakov in ekonomistov, ki bodo zagotavljala razvoj novih tehnoloških, organizacijskih, oblikovalskih, marketinških in drugih rešitev, so prava pot, ki vodi do boljših inovacij in hitrejšega tehnološkega razvoja na področju ekonomije. Naš cilj je (1) ustvariti učinkovit in odprt inovacijski sistem za interaktivno sodelovanje med podjetji, univerzami, javnimi in zasebnimi raziskovalnimi instituti, državno upravo in podpornimi institucijami, kot so npr. agencije, tehnološki parki, finančne organizacije; glavna priložnost Slovenije je ustvarjati učinkovite regionalno uravnovešene mreže izobraževalnih, posvetovalnih in kontaktnih točk za vseživljenjsko učenje, s katerimi bomo zadovoljevali potrebe nacionalne in regionalne ekonomije; (2) zagotoviti stimulatивно okolje; (3) vzpodbujati bolonjsko reformo obstoječih univerz; (4) vzpostaviti nove, manjše in specializirane visokošolske ustanove ter (5) krepiti interakcijo med javnimi in zasebnimi izobraževalnimi ustanovami.

Načrtovani cilji bodo spodbujali potrebno konkurenco in ustvarjali zelo širok in odprt univerzitetni prostor. Na področju raziskovanja in razvoja je potrebno preusmeriti vse razpoložljive vire na bolj uporabne raziskave ter tako spodbujati tehnološki razvoj in sodelovanje med akademiki in gospodarstveniki. Poenostaviti moramo postopke za pridobivanje potrebnih virov in opreme ter poenotiti tehnološko politiko.

Evropski visokošolski prostor se vse bolj aktivno vključuje v visokošolske sisteme po svetu, spodbuja uravnovešeno mobilnost študentov, osebja in akademskega kadra ter zagovarja pregledno sodelovanje med visokošolskimi institucijami. Ministrstvo za visoko šolstvo, znanost in tehnologijo podpira skupne študijske programe, saj želi tako zagotoviti možnosti za prodor slovenskih visokošolskih ustanov v evropski univerzitetni prostor in tako preseči meje nacionalnih držav. Sodelovanje ima številne prednosti, med drugim omogoča tudi boljše prepoznavnost slovenskih visokošolskih izobraževalnih ustanov.

Skupni programi spodbujajo mobilnost študentov in osebja. Posamezne institucije jih razvijajo predvsem na tistih področjih, ki jih suvereno obvladujejo (področja odličnosti), saj taki programi spodbujajo tudi druge oblike strateškega povezovanja med institucijami in projekti (uporabno raziskovanje in inovacije).

Lizbonska strategija priznava evropskim univerzam pomembno vlogo pri oblikovanju na znanju temelječe družbe. Pomen univerze je odvisen predvsem od tega, kako se prilagaja znanstvenemu razvoju, aktualni implementaciji in izvajanju potrebnih reform. Seznam sprememb je dolg in zahteva usklajevanje med notranjimi možnostmi univerze in delovanjem v skupnih visokošolskih in raziskovalnih prostorih.

Univerze, ki se uspešno prilagajajo novim potrebam in pričakovanjem družbe, so v evropskem univerzitetnem prostoru soočene (1) s spremembami načina svojega vodenja in (2) metod poučevanja ter (3) z zagotavljanjem kakovosti. Uspešno uresničevanje bolonjske reforme bo tako povečalo vpliv izobraževalne vloge univerz. Raziskovanje v visokošolskem izobraževanju se bo okrepiło zaradi povezav z raziskovalnim področjem v zasebnem sektorju in s prenosom inovacij ter rabo aplikativnega raziskovanja v tehnološkem razvoju.

Za okrepitev izobraževalnih in raziskovalnih dejavnosti na univerzah je potrebno vzpodbujati sodelovanje in tudi tekmovanje med univerzami ter drugimi ustanovami. Odličnost in tekmovalnost sta, čeprav se zdi to na prvi pogled nenavadno, pogosto doseženi s pomočjo sodelovanja med tekmeci. Spoznanje, da v znanosti in tehnologiji danes ni nobene institucije, ki bi lahko bila na vrhu na vseh področjih, bo spodbujalo sodelovanje med najboljšimi institucijami, pri tem pa bodo vključene tudi manjše, ki izkazujejo odličnost na posameznih področjih.

Po napovedih naj bi že v bližnji prihodnosti dobili pomembnejšo vlogo (s pomočjo evropskih strukturnih skladov) evropsko sodelovanje in programi, ki razvijajo odličnost na vseh področjih izobraževanja ter urjenja.

Izzivi globalne družbe bodo spodbujali evropsko dimenzijo visokega šolstva in raziskovanja v Evropi, ki bosta nujno nadgrajena z večjo internacionalizacijo in sodelovanjem s tekmeci iz drugih regij. Slovenske univerze bodo uspešne le, če bodo krepile partnerstvo med zasebnim in javnim sektorjem v visokem šolstvu in raziskovanju, (sedaj na tem področju še nazadujemo). Financiranje ali ustanavljanje novih institucij je prav tako pomembno kot sodelovanje med že obstoječimi institucijami (človeški viri in javna ali zasebna infrastruktura).

Prihodnost evropskih univerz je odvisna od njihove raznolikosti in hkrati od dogovora o skupnih standardih. Spodbujanje odličnosti in konkurence ter sodelovanje, ki ohranja tradicionalno široko poslanstvo, podpirata evropsko konkurenčnost in nacionalne konkurenčnosti.

Sodobni izzivi v proizvodnji, prenosu in uporabi znanja zahtevajo bolj zapleteno povezovanje visokošolskih institucij in posameznikov s podporo informacijske tehnologije. Virtualna znanja pridobivajo pomembno vlogo v vsakdanjem življenju. Kadar govorimo o širšem poslanstvu univerze, ne smemo pozabiti na odnos med študentom in profesorjem, za evropski kulturni prostor (in posredno za varnost in stabilnost v Evropi) pa je prav tako pomembno sodelovanje, ki ne ogroža obstoječih povezav med evropskimi državljani. Interakcija krepi povezave med ljudmi, njihovim znanjem in drugimi kulturami, hkrati pa spodbuja zavest o pripadnosti širši evropski skupnosti in multikulturni evropski družbi mobilnih posameznikov –

posebno pozornost je potrebno namenjati predvsem mobilnosti študentov in mladine.

Mednarodna mobilnost študentov ostaja temelj bolonjskega procesa. EU mora zagotavljati visokošolsko izobraževalno mobilnost in odstraniti vse težave, ki se pri tem pojavljajo – vprašanje štipendij, študijskih kreditov, poenostavljenih postopkov za pridobivanje potovalnih in delovnih dovoljenj, učenja tujih jezikov, višje finančne pomoči in spodbujanja vzajemne izmenjave.

Prof. Dr. Jure Zupan,
minister za visoko šolstvo,
znanost in šport

Respected Rectors, Dear Guests.

The University of Maribor was founded in 1975 in response to the needs of the people and the requirements of the local economy. The prime movers for the University's founding were the City and Region of Maribor. The earliest beginnings of higher studies, however, reach even further back in history. In 1859, the legendary Lavantine bishop Anton Martin Slomšek introduced the study of theology at the new seat of the Maribor diocese. One hundred years later, economics, technical, agricultural, law and teacher training high schools were established on the initiative of city and regional authorities. This turned out to be a visionary decision, culminating in the founding of the University of Maribor in 1975.

Today, we can objectively say that the establishment and development of higher education in Maribor was one of the city's key achievements of the 20th century, on par with the building of the railway in the 19th century and the Imperial and Royal road in the 18th century. The University broadened the minds of the population of the city and encouraged creativity. Its establishment was also an important political victory because it provided a poly-centric concept in what was then a totalitarian system of development. This proved to be prudent as it reinforced Slovenia's development potential and strength, which in turn played an important role in building the foundations of today's statehood. From its very inception, the University of Maribor has had a cohesive impact. Its numerous university centres operate throughout Slovenia.

The City of Maribor has always been aware of the advantages of an academic milieu and has therefore provided material support for the University's development. It provided land and buildings for several faculties and the Chancellery, thus increasing the University's assets which fuel development in the city. In a city of 120,000 people, the University population, numbering almost 30,000 plays an important role in creating the city's pulse. It contributes to the originality, creativity and excitement of the broad and new dimensions of free creativity.

At the March 2000 Lisbon Summit, the EU Heads of State and Government agreed on a new strategic goal for the European Union: to make it the world's

most competitive economy by 2010. The goal set by the strategy was to make the EU “the most competitive and dynamic knowledge-driven economy, capable of sustainable economic growth with more and better jobs and greater social cohesion.” The City of Maribor wishes to contribute its share towards the implementation of the Lisbon Strategy and we eagerly look forward to the Danube Rector’s Conference on the role of universities and competitiveness in the Danube region, which will be held in our city. Our region, too, strives to achieve the goals of the Strategy, such as job creation, a business- research- and education-friendly environment, and the development of an information society.

With regard to the opportunities for cooperation between the University and the City of Maribor vis-à-vis the Lisbon Strategy, Maribor has in recent years provided much support for scientific research projects based on combining theory and practice and transferring knowledge to the business sector. We realise that it is necessary to work with experts from the University on those issues that will make Maribor a “competitive and knowledge-based” city. Although small, Maribor is for us the most important city in the European Union.

From the very beginning, the University of Maribor has been characterised by an exceptional fervour for work and belonging in the European space. Contacts have been established with numerous universities in Europe and elsewhere in the world, and the University’s faculty is actively involved in several joint research and education programmes. We are proud of the fact that the University of Maribor is one of the founders of the Bologna Process. We consider that hosting the Danube Rector’s Conference is an important recognition for the university’s faculty. In a region that was until recently characterised by division and conflict, it comes with the responsibility of opening a new horizon of active cooperation, cohabitation and partnership under a new, borderless European architecture and under an atmosphere of trust and amiability. Thus, universities are crucial factors of development.

The City of Maribor, which marks the spot where the Drava river leaves the Alpine and enters the Pannonian landscape, set against the green meadows and woods of the Pohorje mountain on one side and the magnificent hills of

Slovenia's largest wine-growing region on the other, provides a creative atmosphere for academicians. It has a well-developed sports and cultural infrastructure and offers students numerous possibilities for active recreation.

The development goals of the city and the University are analogous. The Chancellery and City Hall, in cooperation with the Slovenian University Sports Association, aspire to hold the XXV Winter Universiade in 2011. We believe that this project will mark the beginning of new development and cultural advancement for the University and the city and, primarily, will provide young students from universities across the world with countless opportunities to meet and exchange views, to the benefit of cohabitation, partnership and fair play in competition.

We warmly welcome you to the University City of Maribor.

Boris Sovič,
Mayor of the University City of Maribor

Spoštovani rektorji, dragi gostje,

Univerza v Mariboru je bila ustanovljena leta 1975 kot odgovor na potrebe ljudi in zahteve lokalne ekonomije. Prvi zametki visokega šolstva v našem mestu segajo v leto 1859, ko je znameniti lavantinski škof Anton Martin Slomšek uvedel študij teologije v novi mariborski škofiji. Sto let pozneje so bile na pobudo mesta in regionalnih oblasti ustanovljene ekonomska, tehnična, kmetijska, pravna in pedagoška višja šola – to se je izkazalo kot vizionarna odločitev, ki je doživela vrhunec z ustanovitvijo Univerze v Mariboru leta 1975; prva pobudnika za ustanovitev univerze sta bila mesto Maribor in mariborska regija

Danes lahko trdimo, da sta ustanovitev in razvoj visokega šolstva v Mariboru ena izmed ključnih dosežkov mesta v 20. stoletju, primerljiva z izgradnjo železnice v 19. stoletju in imperialne ter kraljeve ceste v 18. stoletju. Univerza je ves čas širila obzorje prebivalcem mesta in spodbujala njihovo ustvarjalnost. Njena ustanovitev je bila pomembna politična zmaga, saj je omogočila policentrični razvoj mesta. Kmalu se je pokazalo, da je šlo za modro odločitev, saj so se v Mariboru ponovno okrepile slovenske razvojne možnosti in sile, ki so imele pomembno vlogo pri izgradnji slovenske samostojnosti in državnosti. Univerza v Mariboru ima v mestu ves čas kohezijski vpliv, njeni številni univerzitetni centri pa delujejo po celi Sloveniji.

Mesto Maribor se je vedno zavedalo prednosti akademskega okolja in je zato zagotavljalo potrebno materialno podporo za razvoj univerze. Zemljišče in zgradbe za različne fakultete in rektorat, ki jih je zagotovilo mesto, so povečale kapital univerze, hkrati pa so spodbujale tudi razvoj v mestu s 120.000 prebivalci – univerzitetni delež (30.000 ljudi) odločilno sooblikuje mestni utrip in prispeva k izvirnosti, ustvarjalnosti in navdihu novih širokih akademskih razsežnosti.

Marca leta 2000 so se na Lizbonskem vrhu predsedniki držav in vlad EU dogovorili za nov strateški cilj: Evropska zveza bo do leta 2010 postala »najbolj konkurenčna in dinamična na znanju temelječa ekonomija, sposobna za trajnostno rast; imela bo več in boljše službe ter večjo socialno kohezijo.« Mesto Maribor želi pri taki usmeritvi tvorno sodelovati, zato se veselimo Podonavske rektorske konference in njene vodilne teme o vlogi univerz in

konkurenčnosti v podonavski regiji. Maribor regijsko pokriva velik del Slovenije in v tem prostoru želi uresničevati strateške cilje, ki so povezani tudi z Lizbonsko strategijo. Pri tem je ena izmed naših najpomembnejših nalog, da bomo znali poiskati in zagotoviti nova delovna mesta v naši regiji, razvijati najboljše pogoje za poslovno, raziskovalno in izobraževalno delo v prijaznem okolju in spodbujati razvoj informacijske družbe.

Sodelovanje med mestom in univerzo, ki ga spodbuja Lizbonska strategija, je v Mariboru zgledno in prizadevali si bomo, da bo tako tudi v prihodnje. Mesto bo še naprej spodbujalo znanstveno-raziskovalne projekte in naklonjeno zagotavljalo pogoje (in tudi del sredstev) za tako delo. Povezovanje teorije in prakse ter prenos znanja na poslovni sektor sta zagotovo področji, na katerih lahko mesto in univerza z usklajenim pristopom naredita največ. Sodelovanje zagotavlja razvoj, ki bo Mariboru omogočil, da postane »konkurenčno in na znanju temelječe« mesto. Maribor je za nas najbolj pomembno mesto v Evropski zvezi.

Za Univerzo v Mariboru je značilno, da je odprta in zelo naklonjena za vse premike in novosti, ki jih ponuja evropski univerzitetni prostor, v katerem je ves čas aktivno prisotna. Povezana je s številnimi uglednimi univerzami v Evropi in po svetu in z njimi sodeluje na znanstveno-raziskovalnem in pedagoškem področju, predvsem pa tvorno sooblikuje sodobno univerzitetno politiko. Ponosni smo, da je Univerza v Mariboru soustanoviteljica bolonjskega procesa in aktivna spodbujevalka slovenske in evropske prenove visokega šolstva. Gostovanje Podonavske rektorske konference v Mariboru je priznanje za opravljeno delo in poslanstvo mariborske univerze v regiji, ki so jo še nedavno tega zaznamovali spori in velika razhajanja. Odpiranje novih obzorij, aktivno sodelovanje, sožitje, partnerstvo in odgovorno delo so atributi, ki jih v tem prostoru zagovarja Univerza v Mariboru ter tako povezuje partnerske institucije na poti v Evropo brez meja – zaupanje in prijaznost sta pri tem pomembna dejavnika razvoja.

Mesto Maribor se razprostira v prostoru, kjer reka Drava zapuša hribovje in se spuša v Panonsko dolino. Postavljeno je med zelene travnike in gozdove Pohorja ter vinorodne hribe znamenite slovenske vinogradniške regije, prav tako pa ima dobro razvito športno in kulturno infrastrukturo. Študentom

ponuja odlične pogoje za študij in številne možnosti za aktivno rekreacijo, akademskemu osebju pa zagotavlja ustvarjalno, delovno in raziskovalno vzdušje.

Razvojni cilji mesta in univerze so si podobni. Rektorat in Mestna hiša, v sodelovanju s Slovenskim univerzitetnim športnim združenjem, si prizadevata za organizacijo XXV. Zimske univerziade leta 2011. Verjamemo, da bo ta projekt spodbudil nov razvoj v mestu in na univerzi ter ponudil študentom s celega sveta številne priložnosti za srečanja, druženje in izmenjavo izkušenj, ki jih prinašajo taka tekmovanja, partnerstvo in sožitje.

Toplo Vas pozdravljamo v univerzitetnem mestu Maribor.

Boris Sovič,
župan univerzitetnega mesta Maribor

Editor's foreword

THE LISBON STRATEGY AND THE COMPETITIVENESS OF THE DANUBE REGION

Ivan Rozman

Since its establishment shortly after the year 1975, The University of Maribor has always striven for inclusion in the relevant higher education initiatives of each era. It was in 1961 that it joined its first international network and subsequently cooperated with all regional initiatives to overcome barriers to academic freedom and mobility of researchers and academic staff. Thus, the University of Maribor became a bridge for colleagues from behind the Iron Curtain to the West and vice versa, being open for dialogue and academic as well as scientific debate. In our modern era, when European division comes not in the form of ideology but as the 30 chapters of European integration standards, the University of Maribor is again among the first to surmount barriers to entrance to EU programmes (visa requirements, etc.) and to build bridges between East and West by taking an active role in university associations. Therefore, it is a special honour for the University of Maribor to host the Annual Danube Rectors' Conference and Assembly, for the first time since the year 2000. Many things have changed since 2000, especially since May 1, 2004, when Slovenia and 9 other post-socialist countries became full members of the EU, and last year, when more countries of the Danube Region initiated their efforts for accession to the EU.

In the matter of globalisation, the main political leaders have agreed to set aside individual national interests for the sake of the global survival of Europe. We call this the Lisbon strategy. Europe will become the most fully developed knowledge-based society in the world. It is, however, a long way from the idea to the result, a fact that emerges from the half-way analyses, in particular from the one called the Kok Report, and the corrections to the timetable for reaching the benchmarks set in 2000: 10 percent mobility was the figure then established. Looking at the figures, we can see that many things remain to be done before we can reach our goals. Half-way through the process, we have an average of 1 – 2 % student mobility. It might be comforting to reflect that this is just the figure for programme mobility--

i.e. mobility organised within EU programmes like Socrates-Erasmus and so on. Some statistics say that mobility within programmes is less than 5% of all mobility taking place. In 2002/2003, academic mobility in Europe outside EU programmes was 1,120,000, of which 650,000 left Europe within their mobility period. Mobility within the Socrates-Erasmus programme was 124,000, in other EU programmes 17,000, and within national mobility programmes 22,000. With regards to global mobility, where 2,000,000 students were mobile in that year, European mobility was a little more than half the global number, whilst the USA alone had 573,000 mobile students (1/4 of all global mobility). However, of more concern is the fact that the percentage of natural migration is only 3-4% of the population. This means that Europeans are not keen on mobility in the first place. Was the benchmark of 2000 unrealistic and contrary to European nature? What can we do to motivate students to be mobile?

Increasing the amount of money available for mobility is not a feasible solution, which can be demonstrated by two main facts. First, of course, the budget for European mobility programmes was not increased as had been announced and awaited. Second, and this is valid for Slovenia, at any rate, the increase in funds for Socrates-Erasmus mobility did not achieve a corresponding increase in the mobility of students. Thus, other methods of motivation have to be found.

Whilst in the last century, the battle between ideologies was won by capitalism or social/moderate capitalism in almost every part of the world, in this century the battle for social, ethical and cultural tolerance remains to be fought. We should not forget that the European integration process was begun from economic interests. The first organisations had strictly commercial foundations and resulted in the common market. However, all the efforts to attain economic success and competitiveness with the rest of the world will not bear fruit without the parallel teaching and preservation of European values for the preservation of peace and stability. The universities as creators and mediators of knowledge have their main task in being active players in European integration. In this year's conference, we have tried to sum up the main focuses in five topics. First, the base for the creation of knowledge is joint research and teaching, which means that, in simple words, we have to

combine our best minds to develop knowledge and to forward it to younger generations. The second is the creation of a framework in which to place common standards and rules for joint projects. For this, we have a guiding document called the Bologna Declaration, which has witnessed several follow-ups in accordance with intermediate summits on the realisation of the established goals. Third, universities have to include their clients – the students – the consumers of university services. If universities want to offer services acceptable to these clients, then the clients must be asked what their demands are. Here, universities must reach out to all clients, besides students, who represent the largest number of clients, also including the commercial sector and civil society, who should contribute to the funding of universities, above and beyond public funding. In times of rationalisation and lack of funds for public financing of universities, additional sources for the financing of university activity must be found and applied to the support of universities. Both the public sector and the private sector have interests that the university can and must serve, but they are not always compatible – public welfare vs. maximum profit and protection of intellectual property, which is the basis of maximum profit in a knowledge society. It is therefore the task of the universities to fulfil the expectations of both sets of clients.

All these services must be provided by educated, supported and well-trained staff at the universities with the capacity to fulfil the mission of the Danube Region universities by providing technical and administrative support for the above mentioned three topics. These four topics or tasks with all their implications will lead us to our set goal: a Europe of knowledge, where universities work together with their excellent staff for the excellent students of the region and beyond it within the common European labour market, which is imperative for academic freedom. This will contribute to the development and spread of European values and culture, which lie in tolerance for neighbours, acceptance of diversity and mutual understanding. These are the main benefits of a European Union that combines many nations with different cultures, languages and beliefs and that should function as a bridge between people even beyond the limits of continental Europe.

If we take a closer look at the set programme of this years Danube Rectors' Conference in Maribor, our first topic deals with the role of the Danube uni-

versity, which means the Danube Rectors' Conference, within the European Research and Higher Education Area. In general, Europe can be divided according to different criteria. Regardless of whether we take economic standards, ethics, climate or any other factor, we always arrive at a similar division of regional similarities. The term "Europe of Region" is therefore accurate, and within this, the Danube Region is another special one, because none of the general criteria encompasses all members. There are always some members who do not fit the selected criteria, neither by economic standards, nor by ethics, culture, etc. Thus, the Danube Rectors' Conference has members among EU countries as well as among countries that are about to become EU members, or even among those far from starting the integration process of the famous 30 chapters. Then, the range of beliefs and nationalities within each country represents varied backgrounds. It is not coincidental that both World Wars started on the territory of countries belonging to the Danube Rectors' Conference, and this may simultaneously be a caution that special attention should be paid to the specifics of this region. Finally, the Danube Rectors' Conference geographically represents the border with neighbouring Central European countries and can be a bridge in the process of EU enlargement towards the countries bordering on geographical Europe. The main tasks within this regional aspect are to develop the Danube region in the direction of the well-developed countries of the EU, so that the cooperation of universities from the Danube Rectors' Conference can be based on equal partnership. This can be achieved by mutual exchange of researchers and teachers among the member universities, in order to be attractive in the recruitment of the best students from the region. A well developed Danube Region will also be attractive to and able to function alongside the carriers of further development within the complete European Higher Education Area.

Excellence and high common quality standards within the Danube Rectors' Conference can only be reached by cooperation in the development of joint research and curriculum projects. The best professors must put their heads together and develop research projects, and universities must enable them to do so. The result will be research projects in which experienced researchers include younger ones to enable them to be future carriers of joint research projects. Last, but not least, the number of excellent research projects, together with dissemination of the results is one of the major criteria for the

rankings that define the quality of a university. There is no doubt that the ranking of universities is the major criterion for attracting and enrolling the most excellent and ambitious Ph.D. students.

As we have established, research creates knowledge, and developed knowledge must be transferred to the students and society, i.e. within joint Masters' and Ph.D. Programmes and technological cooperation ventures such as technology parks and other joint ventures between the commercial sector, civil society and the universities. The final result will be human resources capable of adapting to the needs of the labour market, as well as new job opportunities through the developed outcomes of research projects. The Danube Rectors' Conference must develop projects sufficiently attractive for financing by the EU and private investors, and this can only be achieved by excellence and innovation.

Only attractive, competitive projects and programmes at universities will motivate society (the state, the commercial sector and civil society) to support universities financially and morally and to trust the university autonomy claimed in the Magna Charta Universitatum. However, the Bologna Declaration, as well as the earlier Sorbonne Declaration, stresses the cultural role of the universities above and beyond this economic aspect. The university should be a meeting point for the varied interests of its clients, in which role they must be independent from the different interest groups. Consequently, only if the university's assumption of autonomy is supported by legislation "made by the people and for the people," and if independence in the economic, political and academic senses is thus guaranteed, can long-term development be promoted.

Competitiveness means not only cheapness, but is based on the capacity to adapt to surroundings and to recognise the needs and opportunities of the society in which we live. The Universities of the Danube region have the task of discovering intelligent, capable and innovative young people and giving them access to technology and knowledge. In this way, they can continue to develop throughout their lives within programmes compatible with the concept of life-long learning and contribute to the competitiveness of the region as a whole by transferring their new knowledge to the wider society. This will provide access to new knowledge, which is the mission of universities.

Competitiveness is not only an economic factor, but a way of thinking. First, and this is especially true for the post-socialist countries of the Danube region, universities have to teach their young generations to think in terms of problem and solution, to discover opportunities for development and to make practical use of existing knowledge while developing the curiosity to pursue new knowledge through life-long learning. This is possible only by enhancing the mobility of young generations in order to broaden their minds and support their curiosity about the world outside, regardless of age or financial status. The new generation of European mobility programmes will support life-long learning and cross-sector mobility (public-private, private-public), and only those who are willing to educate themselves all their lives and in different ways. Young people will have to become mature, active and open-minded citizens who can participate in the decision-making within the Europe that we wish to obtain. Active older people must keep up-to-date with their knowledge and remain mobile and competitive on the European labour market. Of course, the region must be sufficiently attractive for the mobile students to return to their homes and enrich their local regions with their international experience, a process which we call internationalisation at home. Universities must broaden the horizons of their Ph.D. human resources, who will be the key to the future, by providing them with competitive programmes oriented towards the labour market. Universities, however, must also bear in mind that through innovative research, a new labour market will be created for those who enrol in Ph.D. programmes. The Danube Rectors' Conference will be the place where coordination between research and teaching priority fields takes place, where the strengths of the region, the forces in academic and scientific fields are united and distributed to all members for the common benefit.

The young, i.e. the students, must also play an active role in the creation of their future through the Bologna process. They should be included in various university bodies, in order to provide greater transparency and quality assurance by monitoring the processes of university development and making proposals for the improvement of universities in all fields. However, inviting students to participate is not a free ticket to the diploma, but a responsible function within the development of universities. Freedom with responsibility is the slogan not only for university autonomy, but also for student co-gov-

ernance of universities. The benefits of participation by students can therefore be summarised in the outcomes: democracy, transparency, quality assurance, responsibility and legitimacy of the university. This must also be done with the background of common values and standards within the Danube Rectors' Conference. Common values and fundamental consensus can only be achieved through peaceful and rational discourse among different opinions. Thus, the university, based on autonomous grounds, has to be a forum for discourse between academics and researchers.

All the topics mentioned above represent the major fields of activity in pursuit of common goals, but these still need to be coordinated. Therefore, universities need educated, communicative, creative and open-minded staff in their management, in order to establish the conditions for an effective and competitive system based on excellence and quality. Without knowledge of managerial administrative frameworks and rules, in addition to knowledge of EU programmes, cooperation in the competition is difficult, if not impossible. The support of management and administrative staff must accompany projects from the idea to the realisation, in order to allow researchers and teachers to focus on their main tasks and to minimize their burden of administrative and coordination tasks. Without capable supervisory and executive staff, the probability of successful applications within the EU programmes is minimal, and the problems based on lack of knowledge are numerous.

There have been numerous more or less successful attempts to create information technology applications for easier identification and communication of researchers, scientists and scientific output, e.g. ELISA. Joint research and teaching can only be successful with reliable technical support offering information on the “w” questions: **who** researches or teaches, **where** this work takes place, **when** the project/teaching begins and ends and **what** is the field of research or teaching. This minimum information, with the addition of an overview of scientific publications, as in the COBISS or national CRIS systems, can be an important tool in our quest to become one of the most developed regions in the European Higher Education and Research Area.

Pursuant to the reports on the realisation of the Lisbon strategy, the directives of the establishment of the European Higher Education and Research

Area, the conclusions by the ministers of education from Bergen and the connection between universities and business agreed at the EUA Conference in Hamburg, the universities of the Danube Rector' Conference should agree on concrete projects for the realization of the following aims:

1. Joint participation in research activities, with the main focus on the coming FP7, by determining major priority fields that will find support from the DRC, always within the scope of knowledge transfer to the economy and societal legitimacy.
2. Joint educational programmes based on the Bologna Declaration, providing ECTS, a diploma supplement and mutual recognition of achieved results/degrees. The main task is the settlement of formal grounds for the issuing of joint degrees and automatic recognition without long, formal administrative proceedings. The lack of common rules on joint degrees in the sense of documentation and forms is the main obstacle to successful joint projects.
3. Inclusion of students in decision making by formation of networks of Ph.D. students and young researchers with the help of common databases representing upgrades of existing ones (e.g. COBISS, SICRIS). Easier mobility of students, especially of those outside the EU countries, for mutual communication and exchange of experience.
4. Development of competent and professional management and administrative staff for the provision of effective, rational dialogue inside institutions and among them within the DRC. To this end, university autonomy in the economic, political and academic spheres must be guaranteed. The DRC shall establish a network of executive or administrative staff to mutually exchange good practice and enable quality education of staff on all levels.
5. In pursuit of such activities, the universities of the Danube Rectors' Conference shall unite in the formation of the DRC Cultural Higher Education and Research Area as determined in the Bologna declaration and supervise the promotion and joint appearance of this cultural space in the world, as a competitive and attractive higher education area within the European and global higher education area. A programme defined on

short, middle and long-term bases shall be adapted by the Assembly, so that the legitimacy of the joint projects can be established.

The programme will encompass the above mentioned topics of the conference, aiming at the development of projects within the 7th Framework Programme, other programmes that support the development of Joint Degree Programmes (Socrates-Erasmus, TEMPUS, CEEPUS), as well as knowledge transfer programmes (structural funds, cohesion funds, etc.), and finally, technical support for international communication and exchange (IT in higher education and research). The University of Maribor has in mind concrete projects, and this is undoubtedly also true for the universities of the Danube region. Let us exchange ideas and see how we can fulfill them together.

Notes:

1. Council of Europe, *The Heritage of European Universities*, Council of Europe Publishing, Strasbourg, 2002.
2. European Ministers Responsible for Higher Education, *Realising the European Higher Education Area*, Socrates, Berlin, 2003.
3. European Ministers Responsible for Higher Education, *The European Higher Education Area – Achieving the Goals*, Bergen, 2005, Electronic version: http://www.bologna-bergen2005.no/Docs/00-Main_doc/050520_Bergen_Communique.pdf.
4. Wim Kok et al., *Enlarging the European Union – Achievements and Challenges*, Report to the European Commission, European University Institute, Robert Schuman Centre for Advanced Studies, Florence, 2003.
5. *Statute of the Danube Rectors' Conference*, Published at www.d-r-c.org.
6. European Policies Research Centre, *Delivering the Lisbon and Gothenburg Agendas*, University of Strathclyde, Glasgow, 2005.
7. Bernd Wächter, *Eurodata: Student Mobility in European Higher Education*, Lemmens Verlags & Mediengesellschaft, Bonn, 2006.

LIZBONSKA STRATEGIJA IN KONKURENČNOST PODONAVSKE REGIJE

Politični voditelji so se dogovorili, da ima globalno preživetje Evrope prednost pred nacionalnimi interesi – to je seveda posledica globalizacije, ki se kaže tudi v Lizbonski strategiji. Evropa naj bi postala najbolj razvita družba na svetu, pri tem pa bo imelo odločilno vlogo prav znanje.

Zamisel je odlična, njena uresničitev pa bo najbrž pomaknjena v prihodnost, saj analize kažejo, da po polovici časa, ki je bil za tak načrt namenjen, pričakovani rezultati še niso bili doseženi. Kokovo poročilo se je tega še kako dobro zavedalo, zato je razumljivo, da je bila pripravljena nova časovnica, ki se opazno razlikuje od tiste iz leta 2000. Takrat je bilo med drugim dogovorjeno, da bo v evropskem univerzitetnem prostoru izmenjava študentov na dobrih univerzah dosegla desetodstotni delež, danes pa ugotavljamo, da nas čaka še veliko dela, preden bomo dosegli zastavljene cilje. Povprečje študentske izmenjave je v tem trenutku preskromno (ena- do dveodstotni delež glede na število študentov na posamezni univerzi), kljub temu da gre za število t. i. programske izmenjave, tj. mobilnosti, ki je organizirana po programih Evropske zveze (Socrates-Erasmus in podobni programi). Nekatere statistike kažejo, da obsega izmenjava znotraj programov manj kot pet odstotkov celotne mobilnosti.

V študijskem letu 2002/2003 je mobilnost študentov (izven programov Evropske zveze) dosegla število 1,12 milijona, med njimi je bila celo več kot polovica (približno 650.000) takih, ki so odšli na izmenjavo izven Evropske zveze. Izmenjava v programu Socrates-Erasmus je dosegla število 124.000, drugi podobni programi Evropske zveze so zagotovili še dodatnih 17.000 mest, približno 22.000 študentov pa je bilo izmenjanih znotraj nacionalnih programov mobilnosti. Glede na globalno mobilnost v študijskem letu 2002/2003 (na izmenjavi je bilo dva milijona študentov) je evropski delež mobilnosti približno polovičen, ZDA pa so v tem času imele približno četrtinski delež (573.000 mobilnih študentov). Statistični podatki za Evropsko zvezo na prvi pogled niso slabi, bolj zaskrbljujoč pa je odstotek naravne

migracije prebivalstva, ki je le tri- do štiriodstoten in opozarja, da prebivalci Evropske zveze niso naklonjeni mobilnosti.

Ali to pomeni, da cilji, ki so bili zastavljeni leta 2000, niso realni ni realni, ker niso bili usklajeni z navadami prebivalcev Evropske zveze? Ali pa smo lahko kljub temu optimisti in v prihodnosti načrtujemo in pričakujemo uspešnejšo izmenjavo študentov?

Prof. Dr. Ivan Rozman
Vice-President,
Danube Rectors' Conference
Rector,
University of Maribor
Slomškov trg 15
SI – 2000 Maribor

Part 1

UNIVERSITIES AS STRONG ACTORS IN THE EUROPE OF KNOWLEDGE

Georg Winckler

The Modernisation of Europe's Universities

Many of Europe's universities can claim to be among the oldest institutions on the continent; the oldest, the University of Bologna, dates back to 1088. From the very beginning, universities have pursued a broad range of missions. They contributed to the social underpinning of the economy and acted as cultural institutions, especially in the fields of the humanities. These social and cultural missions have been complemented by the two objectives that universities primarily pursue: to enhance our knowledge through research and to prepare their graduates for employment in the labour market for the highly skilled.

The history of universities is full of ups and downs, indicating not only changes in society, but also reflecting inherent tendencies within universities to resist reforms. The recent emergence of knowledge-based societies has placed universities under increasing pressures. Knowledge in modern societies has become too relevant to leave its production, its preservation, and its transfer solely to universities. Evidently, universities have benefited from intensified demand for higher education, research and innovation. However, this intensified demand has given rise to other, more market-oriented suppliers. New competitors, often established as private institutions, have emerged. With focused missions, these new institutions challenge traditional universities, contrasting the latter's deficits in effectiveness and cost efficiency.

The term "mass university" highlights the ambivalent effects the emergence of knowledge based societies has had on universities: on one hand, universities have experienced enormous growth in the size of their institutions, especially in terms of student numbers. On the other hand, however, because of bureaucratic rigidities, institutional inertia, and, of course, lack of funding, universities have failed to cope with this growth in a demand oriented way.

To respond to the needs of modern knowledge based societies the European university system should (1) **broaden access on a more equitable basis**, (2) **reach out to more research excellence** and (3) allow for more **diversification within the system**.

In the United States, with nearly 300 million inhabitants, there are 16 million students. In the European Union (EU-25) with a population of about 450 million, there are only 17 million students, and many of them – often those with limited financial means – end as drop-outs. Hence, more access should be granted and more students should have a real chance to complete their studies.

With respect to research excellence, 17 of the top 20 and more than 50% of the top 100 universities of the world are located in the US¹. In Europe, only two universities rank among the top 20 in the world and only some thirty among the top 100. When looking at the lists of the most highly cited scientists, one is struck by the dominance of researchers at US universities: in mathematics, a subject not driven by costly infrastructure, 65-70% of the 300 top cited researchers are affiliated with US institutions. 6% come from France, 6% from the UK and only 1.3% from Germany. American universities undertake research and advanced research education only if they have a critical mass: at least 1,000 faculty members and a budget of at least 1 billion USD. Only 260 US universities offer Ph.D. programmes, with about one hundred of them delivering 80% of all Ph.D.s. In Europe (EU-25) there are about 1,000 such institutions!

All in all, the American university system is, as the President of the American Council of Education, David Ward, put it, “elitist at the top, and democratic at the base.” The European university system seems to be neither.

With respect to diversity in the system, universities in Europe are still characterized by a Humboldtian uniformity. Too many European universities follow Humboldt’s idea of one university comprising traditional subjects and faculties. Too many European universities still aim at comprehensive teaching and research programs, even if faculty or budget numbers suggest a concen-

¹ According to the Higher Education Supplement of *The Times* or the Shanghai list.

tration on specific areas, and although new subjects for teaching and research emerge. Universities need to develop “differentiated missions and profiles to address the challenges of global competition while maintaining a commitment to access and social cohesion” (EUA, *Glasgow Declaration*, 2005, pt 7). Diversification within the university system should be advanced by introducing appropriate incentives and should be balanced by increased inter-institutional, international cooperation.

The Europe of Knowledge: the European Higher Education Area and the European Research Area

Europe’s Universities still operate mostly in small national systems or sub-systems, resulting in a lack of recognition of foreign degrees and in low levels of trans-national or trans-sectoral mobility of staff and students. As a consequence, the creation of the Europe of Knowledge, comprising the European Higher Education Area (Bologna Process) and the European Research Area, is a goal which needs to be pursued with great efforts and which should be reached by 2010. While creating the Europe of Knowledge, the university system should move to more diversification, to better accessibility for students, and to increased excellence.

In Bergen, in May 2005, during the ministerial conference, Europe’s universities reaffirmed their commitment to the Bologna process. Universities are certainly cognisant that the Bologna process reaches beyond the introduction of a common study architecture in Europe. It requires a “fundamental reconsideration of the curriculum and of pedagogic methods in every discipline, to ensure a student-centred approach and the achievement of appropriate learning outcomes at every level and in every subject.”²

Midway to 2010, Europe’s universities have willingly accepted the responsibility to drive forward the implementation of a common European study architecture. They urge governments to give universities the autonomy to undertake the Bologna reforms appropriately. In the Trend IV report of EUA (2005) it became evident that the quality of reform activities is positively correlated with the degree of institutional autonomy.

2 EUA (vision paper, point 16).

The European Research Area (ERA) is not yet a reality. After 1 January 2007, when the 7th Framework Programme will include the European Research Council, a plan warmly welcomed by universities, a true European dimension with respect to research excellence in Europe might be reached. The ERA, however, should also include a trans-national labour market for researchers in Europe. The implementation of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, adopted by the Commission in March 2005, and since then supported by many universities throughout Europe, would be a first step in this direction. The Charter and the Code can be regarded as an expression of important general principles whose adoption will strengthen the professionalisation of the careers of young researchers and, hopefully, will attract the best minds to do research in Europe. What is also needed to encourage the mobility of researchers is the full transferability of pension rights for academic staff across all of Europe.

Hampton Court Follow-Up

The British Prime Minister Tony Blair surprised his colleagues during an informal meeting of the European Council at Hampton Court, at the end of October 2005, when he stressed the importance of a modernised university system for a refocused Lisbon strategy. The Commission reacted to this discussion at this meeting (“Hampton Court Follow-Up”) with two responses:

- (1) In its communication to the Spring European Council on “Europe on the move: working together for more growth and jobs” (Annual Progress Report, February 2006), the Commission strongly recommends investing more in knowledge and innovation. Member states are first asked to set, as was done previously, an R&D expenditure target for 2010 so that the European Council can finally set a credible R&D target for the Union as a whole. In addition to the R&D target, the Commission suggests a second target: to increase the EU’s investment in higher education from currently 1.28% of GDP to at least 2% of GDP by 2010.
- (2) On May 10, 2006, with input from experts, the Commission issued a communication on “Delivering on the modernisation agenda for universities: education, research and innovation” (COM (2006) 208 final).

Prior to this communication of May 10, 2006, the Commission held discussion rounds with experts. This discussion centred on the following points for action:

- a) Break down the barriers surrounding European universities.
 - There should be a major effort to achieve – by 2010 – the core Bologna reforms in all EU countries.
 - By 2010, at least one third of all graduates at the Masters' level and one fifth of those at the first degree level should have spent at least one term/semester abroad.
 - No applicant should have to wait longer than 2 or 3 months for a decision about qualification recognition.
- b) Provide the appropriate skills and competences for the labour market
 - Member States should treat preparation for the labour market (in terms of specific skills and transversal competencies) as an important – but never an exclusive – indicator of the quality of universities' performance. Employability should be defined by the ability of (nearly all) graduates to find an adequate job within six or nine months.
- c) Reduce the funding gap and make funding more effective in education and research
 - Member States should adopt the target that by 2010 (as announced in the Annual Progress Report) or 2015 (as officially communicated in May 2006) *total* funding for a *modernised* higher education sector should not be less than 2% of GDP. They should also renew their commitment to raise their level of investment in research to 3% of GDP by 2010.
 - With or without substantial tuition fees, Member States should nonetheless critically examine their current funding model.
- d) Create genuine autonomy and accountability for universities
 - Member States should draw up a framework of rules and policy objectives for the university sector as a whole.
 - In this context, universities should possess the freedom and the responsibility to set their own missions, priorities, and programs.

- Member States should build up and reward management and leadership capacities within universities.
- e) Acknowledge and reward excellence at the highest level
- All Member States should review their provision at postgraduate (masters' and doctorate) levels and the disciplines concerned.
 - Financial support should be made available at a European level to develop excellence at graduate/doctoral schools and networks meeting key criteria.
 - Strengthen competition for research excellence through the European Research Council.
- f) Build a more positive image of European universities in the world
- Erasmus Mundus or Marie Curie Programs should enhance the attractiveness of the European higher education area globally.

Although the documents of the “Hampton Court Follow Up” underline the main directions in which the modernisation agenda should move forward, the meeting of the European Council in June 2006 hesitated to make clear commitments. It especially avoided any reference to the recommendation that at least 2% of GDP should be spent on higher education. It urged member states to set follow-up measures with respect to the modernisation agenda suggested by the Communication of the Commission of May 10, 2006, but it left open what role the Commission has in surveying progress in the process of achieving the modernisation goals. Perhaps EUA should come up with score cards to measure how far member states have succeeded in their efforts to grant institutional autonomy or to increase financing of the higher education system?

Universities as Strong Actors in the Knowledge Based Society

Universities should escape the shadows of governmental bureaucracies, where governments still decide details of running a faculty. Universities should be *autonomous institutions*, legally *and* actually, accountable to the general public only. Universities should be strong actors in the fields of higher education and

research, with good institutional strategies. Universities should not just be conglomerations of departments, of faculties, or of study programmes. They should overcome their internal fragmentation.

Obviously, the world of knowledge needs to be organised in the same way as advanced economies: decisions about the supply of goods and services are left to agents (firms) who compete or cooperate and who have to comply only with predetermined rules set by law and governments. Public accountability and systems of quality assessment assure that the performance delivered to society becomes sufficiently transparent and can be evaluated. In the case of universities, competition leads to a contest in reputation, manifesting itself by attracting public awareness, brains and money.

It is worth noting that in the United States, without any national planning and with very few regulations, autonomous and well financed universities have created a system that, as a whole, seems to cater to the needs of a knowledge based society. Why should strengthened universities in Europe not similarly drive the creation of a strong Europe of Knowledge?

UNIVERZE KOT MOČNI DEJAVNIKI V EVROPI ZNANJA

Univerzitetni sistem v Evropi se nenehno spreminja, to je njegova zakonitost. Bolonjski proces je povzročil zapleteno preobrazbo univerzitetnega prostora. V Evropi je spodbudil ponovni premislek o univerzi in temeljna razmišljanja o naravi študijskih programov ter pedagoških metod vseh strok; v ospredje je stopilo vprašanje, kako v univerzitetnem izobraževanju zagotoviti pristop, ki bo osredotočen na študenta, in hkrati dosegati primerne učne oz. študijske rezultate. Bolonjski proces bo uspešno oblikoval evropski visokošolski prostor do leta 2010.

Oblikuje se tudi evropski raziskovalni prostor. Sedmi okvirni program bo ustanovil evropski raziskovalni svet, ki bo podpiral temeljne raziskave izključno na podlagi odličnosti. Evropska listina za raziskovalce in Kodeks ravnanja za zaposlovanje raziskovalcev sta posledica skupno sprejetih splošnih načel, ki zagotavljajo izbor najboljših mladih raziskovalcev v Evropi, hkrati pa jim omogočajo tudi profesionalno poklicno pot.

Oblikovanje skupnega evropskega visokošolskega in raziskovalnega prostora je neločljivo povezano s posodobljenimi, avtonomnimi in dobro financiranimi univerzami, ki se le tako lahko odločilno vključijo v oblikovanje prihajajoče Evrope znanja. Evropska komisija je to temo odprla v sporočilu o *Posodobitvi delovnega programa univerz: izobraževanje, raziskovanje in inovacije* (COM (2006) 208 končno, 10. maj 2006). Posodobitev vključuje bolj širok in odprt dostop v skupni univerzitetni prostor, ki mora biti bolj primerljiv, omogočati mora večjo odličnost in dovoljevati večjo raznolikost znotraj sistema.

Univerze morajo premagati svoje notranje fragmentaričnosti, Evropa pa narodnostne.

Prof. Dr. Georg Winckler
President,
European University Association
Rector,
University of Vienna
Rektorat Büro A
Dr.-Karl-Lueger-Ring 1
A-1010 Vienna

THE MAGNA CHARTA AND THE ROLE OF UNIVERSITIES IN THE DEVELOPMENT OF THE DANUBE REGION

Andris Barblan

A Will to Live Together

Europe needs great projects and wide ambitions to motivate the integration of its varied people. Indeed, Europe has no reality without a project – this means ideas thrown forward as a target to reach. We have had a Europe of the Six – corresponding roughly to the empire of Charlemagne, itself a resurgence of the Roman Empire. The fact that the Treaty making it an economic reality in 1957 was signed in Rome was no coincidence. We had a Europe of the Nine, when Britain, Ireland and Denmark joined in 1973, adding an Atlantic dimension to the project. Simultaneously, there was a Europe of Strasbourg, started in 1949 with 10 members, 23 by 1989. These many projects all drew on a liberal idea of Europe – born out of three historical streams, Athens, Rome and Jerusalem. Most of Danubian Europe was part of another family of nations, however. Although these countries referred to a set of very European ideas – Marxism – they were first part of a world association of universal scope. After the fall of the Berlin wall, they rediscovered their European specificity and added their weight to the organisations born out of the integration movement that, after 1945, had intended to bind people away from conflict by collaboration and commitment to common objectives. Thus the EU is now 25 strong while the Council of Europe counts on the support of 46 members, from Las Palmas to Vladivostok. If it is not geography that holds them together, what makes Europe European?

“L’Europe, c’est une volonté de vivre en commun,” Denis de Rougemont, my teacher and master, who wrote the report on culture at the 1948 Congress of The Hague, used to say - where the European “will to live together” was explored in its many dimensions under the leadership of Winston Churchill. Such a will is always a “will to do”; it defines common ambitions that all

members of the group can adhere to and work for. At the Council of Europe, the implementation of human rights among all member countries is the aim to meet; this implies ensuring that all citizens enjoy the same rights and liberties, and accept the same duties and obligations: in this context, last June, the Parliamentary Assembly of the Council of Europe unanimously voted for a recommendation on university autonomy and academic freedom as key elements to build the minds of Europeans and their particular sense of social responsibility; the Assembly did so by recognising the Magna Charta Observatory as its key partner in the monitoring and defence of these rights. At the EU, projects have grown from the common ownership of war industries, in the 1950s – thus making conflict impossible – to a single market for people, goods and capital in 1992, to a common currency in the pockets of all citizens, the Euro, in 2001 – even if this is not true for all members of the Union.

Indeed, “the will to live together” has lost much of its stamina – and has been often replaced by the necessity to bear with the other, now that a European economic and social system is in place. This is not only less glamorous than the feeling of building up a community of the willing, but it also introduces doubt regarding how and when decisions are to be taken and things done. The community of belonging leaves room to personal and group interests that marginalise the European project for the sake of solving immediate and acute problems. The EU today tends very much to be a “*Europe of recrimination*” where shared projects are used discretely to further group or national interests while using arguments of fear such as “let us save the comfort we have” or “let us be true to our specificities.” The Constitutional Treaty was no grand project able to galvanise European ambitions anew: in a context of growing mistrust as to the future of Europe, it could only fail when two founding countries blocked the impulse for further developing a community of belonging transcending differences.

Re-launching Europe

The Bologna Declaration was born out this pessimism: Claude Allègre said in a speech given to the Magna Charta in 2001: “The ... common currency is a step forward in the construction of an integrated Europe. However ...

time will pass, long time indeed, before we move further in building a closer political union than we have today. There will be many conferences, there will be many speeches, but progress will be very small, because we have reached a political threshold: to pass it would mean for the present leaders of our nations to lose a good deal of their power. As I do not think that they are ready to do so, we will have more meetings – with fewer results. Thus we are heading for a new stage of stagnation in the building of Europe; my point, however, is that this represents a big opportunity to explore other areas of European integration, moving forward in the fields of culture, education – and of higher education – moving towards a universities' Europe. That is the best way for our children to become real Europeans and not to feel blocked, like the present generation, by some secondary objectives." Such is the political reasoning behind the Bologna Declaration, a process aiming at comforting the political will of Europeans, young Europeans in particular. That is why it is a joint venture of governments and people, of officials and non-governmental organisations, a jungle of initiatives to build a student-centred university that is open to the future and welcoming the unexpected, rather than an institution imprisoned in its past and fixed on its traditions. Bologna reintroduces the European dream of a community of belonging, this time in the domain of culture – that has been the usual responsibility of national governments as they seemed more effective in the steering of diversity – a prerequisite that is falling by the wayside with the globalisation of knowledge.

Lisbon, like Bologna, has 2010 as a deadline: its ambitions are wider since the project covers the economic and social renewal of the whole continent – intellectual growth included. Thus, it calls upon Europe to build up a *knowledge society*, to develop a *vibrant economy* and to ensure *social cohesion* through better jobs and wider employment. This represents a huge challenge, considering the time available – ten years – to move 25 countries and hundreds of millions of citizens into a society with new references for all, be they technical or psychological. It is all the more ambitious that the Lisbon strategy indicates that Europe should not only transform itself but also become better in comparison with its usual benchmarks, the US and Japan. If, after the war, the need for peace was obvious and the sacrifices requested by a shared will to live together were easily justifiable, the Europe of today, divided between wealthy nations and poorer economies, is perhaps less motivated to move forward (fast and ef-

fectively) towards a “bright future”. Is there a real potential for achieving such targets by 2010 or, for those Danube people who have known Soviet planning, does this not ring a bell, that of the “bright futures” of communism that were to be reached simply by yet another effort? Better linkages with economic needs, better relations with industry, more investment in research and more relevant training for the effective transformation of people and society ... One could understand that such a vocabulary might have unfortunate connotations in a good part of the present European Union, in particular among the new members here represented. I am not saying that all this is wrong, in terms of social development, but that Lisbon *as a great design* needs a lot of explanations and the development of new trust, both within Europeans themselves (their own capacity to change) and in the European community they are called on to belong to (the system’s capacity to evolve).

Europe needs not only better products and more innovation to move ahead, it also needs people convinced that their European citizenship is an opportunity to make better sense of their lives. Thus, there are numerous challenges to be met on the way to community belonging:

- The *cultural* challenge: how to make the diversity of Europe a wealth rather than a brake for the sharing of common values? This has some bearing on all types of domains, art and the humanities, of course, but also on the social sciences that may explore the questions: *Who* are we and *how* can each of us play our part best to make harmonious the “concert of Europe” – to use an old phrase of nineteenth century diplomacy? How can we rearrange our convictions and acquired knowledge so that Europe – our origin and target – has meaning for us all?
- The *social* challenge: how to organise a society of knowledge and move from varied stages of development throughout the continent to a coherent and cohesive society? Which are the rules to follow, the norms to keep, the standards to achieve so that the community trusts the way it is organised, the system effectively caring both for personal needs and for collective performance? Law and political economy have a lot to contribute to such concerns, as have behavioural and life sciences. The constitutional treaty, for instance, should result from such reflections if it is really to frame the vitality of Europeans as a collective.

- The *intellectual* challenge: nothing is really for sure! Doubt has been the founding principle of the European mind since the Greek philosophers of the 6th century before Christ. For hundreds of years, doubt has been spelt like progress – in ideas, in understanding, in the mastery of nature. However, in the pessimistic and protective mood of today, is there still a reason to question the structure of the universe or man's insertion in the world? Mathematics, philosophy and the natural sciences have their say in exploring the unknown of our relation to Europe and the world: how can Europe keep open its future, how can it prepare for the unexpected?
- The *technical* challenge is the most obvious: “*do more with less*” is the motto of today's development. This call for efficiency justifies the Lisbon objectives as a grand design for our European future, and it motivates the urgency of better contacts between industry, economy, government, academic institutions and other information centres now that knowledge, in terms of innovation, is considered to be a “factor of production”. The prevailing paradigm – in Europe and the West – is that material transformation is the platform for all other changes. Technology and artificial intelligence represent the core of this dominant way of thought.

To follow suit, Europe today invests time, money and people mainly on the technical challenge – and on the intellectual one in so far as it grounds the technical development of the continent; the Union deals with the consequences of such technology-induced changes on society but puts on the back burner the social and cultural challenges that are too difficult to face since they require choices of society (a *political* obligation) and calls for the definition of values that few are ready to explain, defend or instil in tomorrow's Europe, whatever may be the society of knowledge beyond the Lisbon strategy – that essentially solves technical problems.

The Magna Charta: towards 2010

The *Magna Charta Universitatum* is also, in a way, a document outlining intentions, like the Bologna Declaration or the Lisbon Objectives. It calls upon academic institutions to become fully conscious of their intended identity, thus to know how to be loyal to university intended objectives and effective in meeting the functions the institution intends to carry in its supporting

community. It is a programme anchored in a rich and long history of mutations and self-affirmation. This explains why the Magna Charta is mentioned in the preamble of the Bologna Declaration, not simply because it is anterior but also because it grounds common action in a shared past, thereby giving credibility to a strong academic community of belonging in the world of today. As a result, universities were challenged in 1999 “*to respond promptly and positively*”¹ to the proposals made by the Ministers, thus becoming full partners in the modernisation of their own environment. Indeed, in its Preamble, following the mention of the Magna Charta, the Declaration makes explicit the *raison d’être* of the principles of the charter by saying: “*This is of the highest importance, given that Universities’ independence and autonomy ensure that higher education and research systems continuously adapt to changing needs, society’s demands and advances in scientific knowledge.*” A political programme again. In other words, the Magna Charta is not understood as a simple protective device that some universities would like to use when they dream of old humboldtian checks and balances to confront 21st century complexity. Can nine hundred years of academic tradition call for revolution?

The Preamble of the Magna Charta is rather clear, however: it considers universities as centres of culture, knowledge and research that contribute to *build up the future of mankind* since it depends largely on cultural, scientific and technical development; it adds that the spreading of knowledge among the younger generations implies the *service of society as a whole*, also through continuing education; it ends on the need to teach future generations respect for the great *harmonies of their natural environment and of life itself*.² In other words, the charter asks for a committed university, both fully engaged in the society of today and with a clear eye on the future, thus paving the way to reinforced communities of belonging, at world level. The Magna Charta requests social responsibility – the instruments of its implementation being academic freedom and institutional autonomy. As a result, academic freedom and institutional autonomy are no absolute values: they are the principles making commitment effective and possible, values relative to the universities’ engagement in the transformation of society for the better. Again, this

1 *Bologna Declaration*, 19 June 1999, cf. concluding paragraphs.

2 *Magna Charta Universitatum*, 18 September 1288, cf. preamble.

is a very European idea: progress is the way to the unexpected, the ultimate motivation for the academic institution itself. Tradition, therefore, is only a stepping stone to renewal. And university ambition should be the shaping of the European way of life, thus adding a practical dimension to the “will to live together” supposed to anchor European citizens’ feeling of belonging to Europe, *their community*.

In fact, this has already happened, especially after the French Revolution when the universities became centres for the exploration and dissemination of “national” cultures supposed to glue into a collective entity people and cities whose histories did not necessarily converge. Universities were asked to determine the norms of social behaviour in the new “national” communities: so did the Imperial University in France, and also the universities of Oslo for Norway, Reykjavik for Iceland, Sofia for Bulgaria, Athens for Greece, Bucharest and Cluj for Romania. During the 19th century and the interwar period in the 20th century, older universities also played that normative role in Copenhagen for Denmark, Leuven for Belgium, Tartu for Estonia, Helsinki for Finland, Prague in newborn Czechoslovakia, and Warsaw and Cracow in recreated Poland. Today, this function is still influential in the development of universities like Zagreb for Croatia, Maribor and Ljubljana for Slovenia, Sarajevo for Bosnia and Skopje for Macedonia, to mention but a few. This normative role is not often referred to although it reflects a basic need for order in society, an order confirmed by academic degrees when they recognise, in fact, the ability of graduates to conform to the rules of a given society (usually the nation) and their capacity to contribute to its development. The paper is the key to a social position that many parents search for in university training: indeed, they are not so much interested in the substance of the education received by their sons and daughters as in the “degree” that can be used to obtain a “good job”, i.e., to become a recognisable thread in the social fabric – money and prestige included.

Indeed, at the Magna Charta Observatory, we are reflecting on a four-pronged understanding of the university that will cover the main roles that universities play in their community or, in other words, outline their social responsibilities. The *search for order* is certainly one of them and translates to the qualifying role of academic institutions – also indicated by their “filtering”

function in those countries where they control access of students to university education. At present, this action seems less important since more than half an age cohort – rather than a selected small elite – now enters higher education: however, filtering remains fundamental since the final grade often decides the life career of outgoing students by assigning them a rung on the social mobility ladder.

Another function linked to the subjective organisation of society is the *search for meaning*. In the building up of Europe, for instance, as in the case of nations in earlier days, there is a need to re-arrange existing knowledge – cultural and scientific – to make sense of the people’s group existence: the role of language, art, music and history in a given environment, and sociological development as well as political and social engagement when existing theories, procedures and behaviour are to be reassessed. In fact, each generation attempts to situate the “known” it inherits and develops in a world view that makes sense of its evolution, discarding accepted ideas here, rephrasing old theories there. The university, as the depository of intellectual knowledge, is the obvious forum in which to revise given understandings: Thomas Aquinas, Doctor of the Sorbonne, did exactly that when he wrote the *Summa*, bringing together the knowledge of his day in one new whole that gave meaning to the life of his contemporaries. Diderot and d’Alembert did the same with the *Encyclopédie* in the 18th century: they did not propose great scientific novelties but their novel way of arranging what was known at their time had long ranging consequences – perhaps as important as the invention of the steam engine if one remembers that *Enlightenment* ushered in European revolution and modernity. Universities indeed play a key role in the re-arranged understanding of man’s place in the cosmos, what the Magna Charta calls “respecting the great harmonies of natural environment and of life itself,” usually defined in academic circles as *scholarship*.

Steam engines were not imagined in universities, indeed, as technical development was originally focused in vocational schools serving the needs of trade and the military – naval schools in Britain and Portugal, civil engineering in France or Austria. In the 19th century, with the industrial revolution, such technical institutions multiplied around Europe to merge slowly with universities that had focused until then on the *professions*, legal, clerical and

medical, the study of arts and science representing only a common foundation course for students applying to the major Faculties, Law, Theology and Medicine. Famous “polytechnic” schools, ETH- Zurich or EPF-Lausanne, TU Berlin or Munich, the Politecnico in Milan or Turin, not to mention Madrid or Barcelona Technical Universities – to list but a few – are institutions separate from the universities set up in the same cities – often in much earlier days. Business and management schools have been autonomous too, for many years. Their interest is the sorting out of practical problems – although with scientific methods. This explains the growing synergies of interests developing between universities and schools of academic standing. In fact, in higher education, these schools represent a basic social function, the *search for wellbeing*. Their tool is R & D, the way to find solutions to given problems, material or social – the border between praxis and theory becoming more and more fuzzy every day. This has consequences for teaching as well as for research – problems based rather than disciplinary, for instance. This represents the university most spoken of today in EU documents or in the industrialised world since such an institution, seen as a centre of innovation, promises to enhance economic wealth and material development, the urgent contingencies of our social quest for comfort and freedom from want.

The fourth role of universities – often confused with R & D and innovation – is the *search for the unknown*, what many call curiosity-driven research, or the “rolling back of the frontiers of knowledge” in order to understand the organisation of life and matter. This used to be called the “quest for truth” and opened on the unexpected, everything being questioned and doubted for the sake of discovery: the idea was to uncover the identity of the cosmos – macrocosm and microcosm, to speak like the university of the 13th century. This represents prestige research (today very costly in terms of equipment) that often has “collateral effects”, to mimic war commanders: nuclear weapons here, the Internet there. The academic freedom prevailing in university centres – as protected by institutional autonomy – is the food for the development of fundamental reflections that are to contribute – although indirectly through development – to the knowledge society we are promised, a society where knowledge has become a “factor of production”. The main distinction between the functions of discovery and wellbeing draws on the use of doubt – a culture of *dissent* – when rolling back the frontiers of knowledge by op-

position to a culture of *risk* – when picking one solution over others, thus *consenting* to a specific line of development while looking for novel solutions to given problems.

For the Magna Charta, what makes the university a unique institution is the combination of these four quests, for *order* and *meaning* (that imply choices made by man and society – subjective choices that can be explained rationally), on one side, quests for *wellbeing* and *discovery* (that build on objective rationality), on the other. As a matter of fact, official schools could meet the needs of order, industrial labs those of R&D, learned societies those of scholarship and large facilities – like CERN or EMBO – those of fundamental doubt. The university balances the four functions, however, and digests its tensions in a move that should – ideally – help mankind to give some unity to all it knows: this is the dynamic impulse that Vaclav Havel associated with the name *uni-versitas, ad unum vertere*, i.e., turn to the one, for me one of the most beautiful mottos academic institutions could dream of.

The Danube and the Ideal University

Without being so explicit, the Magna Charta has constantly referred to a full-fledged understanding of the university and its role in society – intellectual, social, cultural or technical. The question has always been: what combinations of these four responsibilities make an educational institution academic and university? Each establishment, indeed, develops a unique profile and identity by emphasising one or more elements – but all features should be present, in one way or another, if the institution is to meet fully the challenges of doubt and risk-taking that any society needs to face in order to evolve towards unexpected futures – such as the “announced” knowledge society. This is the full vision of universities – *‘at the heart of societies differently organised because of geography and historical heritage’*³ – that the Observatory tries to illustrate in its different activities.

In the Danube region, in 1988, a number of the universities here represented were among the first signatories: after 1989, several others joined and today

³ *Magna Charta Universitatum*, Bologna, 18 September 1988, cf. Principles.

members of the DRC decide to endorse the Magna Charta, thus indicating their belonging to a circle of universities with high scientific and social ideals, on one hand, and, on the other, reinforcing the credibility and visibility of the Magna Charta in the academic community and beyond. Vis-à-vis the region, however, the Observatory has mainly been involved in the reorganisation of higher education in the countries born out of former Yugoslavia, intervening aside CRE and the EUA – the organisation that is one of its two founders with the University of Bologna. When, in Croatia or in Serbia, discussions were first held among university leaders as to the structures and identity the university should take in their countries to allow for a commitment to European academic values, the Observatory facilitated meetings in Zagreb and Novi Sad that opened the way to later evaluations of single institutions by the EUA. In Kosovo, the Observatory offered its mediation during times of conflicts between the University of Pristina and the Ministry of Education. I am just coming back from a visit to the area since the Magna Charta is considered – like EUA – to be one of the international stakeholders in the European transformation of the region.

Our perspective is complementary to the EUA, more general if I may say so, as we are first interested in the university's fundamental values and rights, i.e., their basic responsibilities, before analysing their detailed organisational set up. For instance, to refer to the four functions illustrated above, are not those universities with a communist past rather fragile in their cultural dimension, as they have difficulty embodying the European values they recently rediscovered: indeed, they have few trained staff in humanities and social sciences who can explain and stimulate a sense of European belonging both in the university and in the local community – this area of civic concern having been central to the defence of a different view of the world until the early 1990s. They are frail also in another of their supposed strong points in earlier days, links with industry and the economic needs of the region – partly because of the weakness of their present business environment, partly because of the scarcity of personnel trained in modern economics and new management. They then tend to cling to their social role – helping the power distribution through the qualification process of their students and graduates – and to emphasise their intellectual prestige – thus referring to the research activities of which they can be proud, even if they are few in comparison with stronger

universities in other parts of the continent. Then, as Magna Charta, we can reflect with university leaders on institutional autonomy and academic freedom – both principles usually being guaranteed by the new laws of higher education – as the instruments to reach a more balanced profile of academic identity at the service of the community, inside and outside the university. The Magna Charta therefore represents the *terminus ad quem* towards which universities can converge, the expression of the academic “will to live together” – in particular at the European level. The charter becomes the mirror of our academic ambitions – now and for tomorrow – their highest common denominator. A mirror is no judge, just a reference for those who decide to use it. And that is what the Observatory can offer in areas where there is some confusion on the role and responsibilities of universities towards society, of society towards the universities, a political question indeed, that is a question linked to the organisation of the *polis*.

The Danube Universities and the Lisbon Agenda.

In the world of European intentions, the Magna Charta is the document centred on the ideal university while the Bologna Declaration focuses on the ideal system of higher education and the Lisbon objectives on the ideal society of knowledge. They are like Russian dolls with the Magna Charta as a supporter of the European Higher Education Area and the Bologna Declaration as one of the foundation stones of the most vibrant society of knowledge, Europe. But they do not intersect very well: thus, the analysis that can be made here of university perspectives in the Lisbon documents can easily duplicate that of the universities’ social responsibilities in part of the Danube region: the university is certainly not understood by the EU as the full actor of change that it could be; rather it is perceived as an important instrument of the welfare of tomorrow’s Europe, mainly in terms of industrial growth and economic wealth. This reflects Europe’s difficulty in giving political meaning to its social transformation, in terms of its citizens, the people and groups change should entice to “live together”. If the selection of the human values at stake in a “knowledge society” – whose substance in terms of behaviour and social structures remains vague – is never alluded to, the universities are not challenged to meet two of their key social functions, the quests for mean-

ing and for order, i.e., for the culture and social norms that should “sign” the European character of community transformation. Only by facing these dilemmas will Europeans regain a will to live together: then, Lisbon could be the grand design the EU would like its members to adhere to.

In other words, the universities’ potential for transformation is restricted to the efficient service of technical and economic change – not an easy task, it is true, as the recent papers of the Commission have shown when they lament the slow pace of academic adaptation to what it considers to be the key challenge for tomorrow’s Europe, a strong knowledge society. In fact, for the EU, the universities do not respond well and fast enough to a complex environment. They do not react as needed; they are not *responsive* enough – hence they are called upon to review their governance and management systems in order to use better the funds they could receive when showing particular effectiveness in their contribution to the knowledge world of tomorrow.⁴

The Magna Charta could add: the matter, perhaps, is not to be responsive – and use well one specific social function – but to be *responsible* by balancing the many tensions and ambitions mirroring in the university the political debate outside in order to give a wider answer to the problem of social transformation; to do so, universities draw on their cultural and normative functions for which they have been given autonomy and academic freedom. In other words, the university should become a partner in the definition of tomorrow’s society – a decisive role – rather than a servant of the social ambitions of political decision-makers. In other words, they should become active in the political re-invention of tomorrow’s society in so far as their four functions also reflect the four challenges any society should meet in a balanced way. This is a formidable obligation for the ideal university – today or tomorrow. The Observatory began to explore the matter with political partners last week in Bologna when it organised its annual session on European political approaches to university identity.

So, turning to you, university leaders of the Danube region, that is, also of Europe as a whole, a “community of the willing” in the making: can universi-

⁴ *Delivering on the modernisation agenda for universities: education, research and innovation*, Commission of the European Communities, 10 May 2006, COM (2006) 208 final.

ties as institutions live up to such a formidable agenda? If so, how can they build, prepare and deliver their full role in tomorrow's Europe –and make a “universities” Europe’ as Claude Allègre was hoping to achieve. The challenge is perhaps even bigger for *responsible* universities able to encourage Europeans’ “will to live together” than for *responsive* institutions requested to inspire innovation “simply” to support the actual “living together” of Europeans.

To live up to the Magna Charta ambitions is no sinecure: I know you can do it – above and beyond the Lisbon objectives.

MAGNA CHARTA IN VLOGA UNIVERZ V RAZVOJU PODONAVSKE REGIJE

Magna Charta Universitatum je dokument, ki enako kot Bolonjska deklaracija in Lizbonska strategija predstavlja ter določa cilje sodobnih univerz, hkrati pa spodbuja akademske ustanove, da se zavedajo svoje identitete oz. poslanstva – pri tem ne smemo pozabiti predvsem na (1) lojalnost do zastavljenih ciljev in (2) učinkovitost delovanja, ki ga ustanova vzpostavlja v skupnosti. Program, ki je nastal ob prepletanju zgodovinskih okoliščin in velikih premikov v sodobnem univerzitetnem prostoru, odgovarja na vprašanje, zakaj je Magna Charta omenjena v preambuli Bolonjske deklaracije: zaznamuje jo enotno delovanje v skupni preteklosti, ki je akademsko skupnost danes uspelo povezati v trdno in prepoznavno celoto. Lizbonska strategija in Bolonjska deklaracija sta določili leto 2010 kot prelomnico, vendar pa načrti Lizbonske strategije s tem niso omejeni, saj se širijo z željo, da dosežemo ekonomsko in družbeno obnovo sveta, posledično tudi intelektualno rast. Družba znanja, razvoj ekonomije in boljša zaposljivost so temeljni cilji takega razvoja. Gre za velik izziv, ki ga bo potrebno uresničiti v razmeroma kratkem času in ob upoštevanju številnih sprememb v petindvajsetih državah, ki naj bi zagotovile novo družbeno delovanje v Evropski zvezi (v tehničnem in psihološkem pogledu). Preobrazba Evrope je pogoj za konkurenčnost na svetovnem trgu in tekmovalnost z ZDA in Japonsko.

Univerze so pri tem omejene in odvisne od (učinkovite) tehnične in ekonomske podpore ter sprememb, do katerih pri tem prihaja. Naloga ni enostavna, saj poročila Komisije kažejo, da so spremembe prepočasne, univerze v Evropski zvezi pa težko sledijo zastavljenim ciljem, saj (na splošno) še niso dovolj prilagodljive. Ponovno je potrebno premisliti sistem vodenja in odločanja, določiti ključ za boljšo razporeditev sredstev, izboljšati učinkovitost in poiskati pravo pot, ki vodi do znanja za boljši svet.

Magna Charta dodaja, da je potrebno t. i. *odzivnost* (in spretno družbeno delovanje) dopolniti z *odgovornostjo*, ki lahko uravnoteži številne napetosti in ambicije ter celostno odgovori na vprašanje družbene preobrazbe. Univerze pri tem ne smejo pozabiti na svoje kulturno poslanstvo in normative

funkcije, predvsem pa morajo ohraniti avtonomnost in akademsko svobodo. Univerza ne sme postati služabnik politike, ampak njen aktivni sodelavec, ki samostojno oblikuje in usmerja (tudi politično) preobrazbo nove družbe.

Prof. Dr. Andris Barblan
Secretary General,
Magna Charta Observatory
Via Zamboni 25
I - 40126 Bologna

UNIVERSITY AUTONOMY - BENEFITS OR CARE - FINANCING IN THE MARKET

Felix Unger

Autonomy and the university is a very sensitive and challenging topic. The Universities are an indispensable part of our society, and are embedded in our culture. They reflect all our cultural attempts for social endeavours and play an important, central role in education and basic research. The mission of the universities is to prepare students for their professional lives as well as to enrich and to enlarge our knowledge in all sciences, by means of research.

The autonomy of universities is to be understood from:

- their role within society
- the relationship to the sovereign legislation
- academic life inside the universities

The universities separated from the schools of the cloisters and churches at the beginning of the 2nd millennium. Legislation and jurisdiction was overseen by abbots, bishops or the Pope. Their mission was to educate administrators. The first concept valid for modern times started in Bologna in the 11th century. The Emperor wanted to create a counterpole to the Pope. He compiled small existing law schools into a large school with the specific goal of having good administrators for his empire. Bologna was more or less the prototype of all universities. As a side remark, we find the name Bologna used again today in the context of new reforms for the 21st century within the European Union.

The jurisdiction of the universities has always been a touchy problem, usually a source of conflict between Pope and Emperor. After the 13th century, many universities within Europe were founded by the local dukes and kings. The universities in Middle Europe were established and formed under the patronage of the Holy Roman Empire. The Universities of Prague and Vienna were founded and based on this example, and many other universities were founded in this era. There was an increasing demand for specialists, for the administration of their own territories. As sovereigns, they had to

balance their loyalty to the Pope and to the Emperor. Jurisdiction has been a constant influence on universities' autonomy. The influences remain, and while the name of the sovereign changes, today the public government is the sovereign. There was a short exception; in the 13th century the jurisdiction of the universities was regulated by the university over all students, teachers and employees, as "Civitas Academica".

Sovereigns have always been suspicious of the autonomy of the universities, especially after the French revolution. They feared that the universities were the source of political revolutions. In Germany, students formed corporations and participated actively in the civil revolution of the 19th century. The authorities started to control them politically. In the 20th century, we saw severe control in Germany during the 2nd World War and by the Communist States up to the 1990s. Enrolment and the content of the curriculum were monitored massively. The independence movement in 1968 again nurtured suspicion among the sovereigns.

Besides direct political influence, the structure of the university is a rigid corset. Graduates are under constant state control. The first structure was created according to different nationalities. Every nationality was led by a procurator, who represented his nation at the senate. From the senate, a rector was elected. In the 14th century, the faculties developed. A university was structured into four classical faculties: theology, philosophy, medicine and law, a concept which is familiar to us all. The degrees were at first denoted as "Baccalaureus", later as "Licencius" and then "Magister". The "Licencius" has the right of free practice in his profession, while the "Magister" has the right to teach. The title "Doctor" was a later German invention.

The curriculum leading to degrees is based on state law, especially in medicine, law and engineering, where graduates must be enrolled in chambers in order to be licensed for their active professions. There are strict pre- and post-graduate curricula. In theology, the churches directly influence the courses.

The universities are embedded in our society and fulfil a defined role. Their mission is to educate and prepare students for their professional lives in order to serve the benefit of our society. Society finances the universities and monitors the curriculum, especially in law, medicine, engineering and trades.

In theology, the church is the monitor. Most of the curriculum is rigidly structured as it is in schools. La Mettrie formulated the idea that “Man is a machine.” This mechanical paradigm is still valid. Therefore, all the sciences are seen as part of a mechanical concept, where all has to be measured to be commensurable. We have mechanical medicine, and mechanical education leading to a mechanical society. The dream is to control, to qualify and to monitor all things in life.

Humboldt detected the rigid paradigm. He advocated a concept to generate and to enlarge knowledge by stimulating research. He found the classical methods of education too static and too mechanical. He introduced a dynamic concept, wherein the students are taught based on the most recent results in research. This dynamic concept is not really realized today. Students should be involved in the laboratories, observatories and in the hospitals. But in light of the fact that masses of students spend nearly all of their time studying in libraries, reading textbooks, and listening to lectures, this concept remains an idealistic dream.

The paradigm of sciences is in a state of change at the beginning of the 21st century. We are entering a new global world, in which networking, bridging, and clustering are the new elements. Those elements must be considered while educating students in a networked global world.

Despite these new developments, we deal with the mechanical paradigm. The present standards, according to the mechanistic paradigm, can be set lower as a basis for multinational mutual acceptance.

Universities were founded to educate students for the different professions. There was, in the 18th and 19th centuries, a trend to establish Technical schools (“Gewerbeschulen”), which allowed graduates a solid basis for their professions, while scientific education was performed at the universities. In principle there has been considerable interplay in our society between the role of professionals and scientists. In those days the quantity of students was much lower, and the universities were designed for this load within their facilities. In the second half of the 20th century, masses of students entered the universities. For these quantities of students, all the facilities were insufficient and currently show severe deficits. The role of the university must be newly

defined to include a balance between what we need for the professions and what we need in the sciences.

With the explosion in the number of students, the universities are becoming insufficient and severe criticism is arising as:

- Students leaving the universities are not prepared for their professions. In consequence, Technical schools (“Fachhochschulen”) developed. Their students are trained with a rigid curriculum, like in elementary schools, and their graduates are highly appreciated and welcomed in society.
- Many graduates do not find adequate jobs. It is evident that our society does not need many highly sophisticated specialists, most of them from the humanities.
- The next criticism is the length of the studies: they are really too long. I experienced this with my two sons.
- The quality and intensity: the lecture rooms are too crowded and there is too little time for direct contact between the students and their lecturers, professors, and tutors.
- Faculty members are poorly paid: they are forced to create new lessons to raise their salaries or to earn money in parallel to their teaching duties, which means that there is little time and interest for students.
- In general the universities are overcrowded.

In a new Europe, university degrees must face mutual recognition.

During the last decade, the Bologna criteria for graduating have been initiated: Bachelor, Masters’ and Doctorate levels, a general concept to be realized and which existed in the past. Based on this structure, a new concept can be introduced: educational endeavours must be split; the masters’ and bachelor’s programmes are, as the major courses, the task of the university together with the Technical schools (“Fachhochschulen”). 90% of students want only to have a basis for their professional lives. Doctoral programmes are the real domain of the university. 10% are interested in research. These are highly motivated students, enriching knowledge and research. Their theses are indispensable for basic research. For this number of students, the facilities are usually sufficient.

With the Bachelor degree severe difficulties arise. The potential careers of the students must be defined. In my own field of medicine, I envision a Bachelor's degree for the provision of Health Care for Medical Technicians and Care Assistants in various fields. But this role has to be defined properly.

The Bologna process allows us to stimulate and to create a new European basis for scientific education. In the past it was self evident that students move from one university to the next, and then graduate where they have passed their final exams. The Bologna criteria are the basis for mutual acceptance of qualifications in Europe. The graduates become more mobile.

Universities have the central role in the education system. Teachers in elementary and higher schools are mostly graduates from universities. They serve our children, who will hopefully enter the universities well prepared. The PISA-Study shows severe deficits in the educational systems in some EU-Member states. Our children are the future wave in innovation and only they will create wealth in the future. Innovation is indispensable for research and consequently for industry.

The university is, like every living body, a source of constant discussion. Universities reflect our cultural status, how we deal with man, and what the demands are on our society. Universities are the central part of the whole educational system and are the determiners of quality in higher education, which has a significant impact on our wealth. When we have good universities with good graduates, then we have a basis for innovation for industry and administration. With excellent industry we can employ more people and create the soil of wealth. A specific problem has occurred since 1950, in that many very well trained graduates are leaving Europe to go to the United States. All efforts must be made to stop this brain drain and keep those graduates working in Europe.

Research was the domain of the university in earlier days. Even today, basic research is done at the university. Higher research, however, is done outside, i.e. in Germany at the Max Planck Institutes, applied research in industry, and the war market is product orientated research. Our universities are no longer equipped for higher research. In October 2005 our Academy released a manifesto on the question: Are the Lisboa criteria unrealistic? This was

performed in the presence of Commissioner Potočnik. In reality, we are far removed from 3% of the budgets for research. This is alarming; we need to make all possible endeavours to generate the adequate soil for research. To say we want an Elite University, this is too little. A glittering name plate on the door does not work as the desired soil.

The length of all fields of study is too long. The Masters' degree must be feasible in 4 – 5 years. At the age of 22 – 24 years is the blossom of creative innovation where students enter their professional lives. Between 20 and 30 years is their most innovative phase which should not be misused by sitting in universities. Doing so reduces the potential for innovation in our society. If we do not take care, we cut off our future. Only innovation leads to progress, wealth and the future.

Post graduate education is a new challenge for the universities. A Masters' degree curriculum is offered at many universities with different goals; the greatest number is in administration. The participants are awarded with specific Masters' degrees, which are appreciated by both sides, entrepreneur and employee.

A new entry in our landscape is the private universities. They have clearly defined tasks and offer comprehensive courses which can be completed within a short time. The fees are beyond the scope of our discussion.

Academies of Sciences are a contrast to the universities and are more or less indispensable; they have the role of networking and their mission is to contribute to the future by creating new concepts in research and higher education.

Limiting Factors from Inside

The autonomy of the universities is a requirement of our society. Teachers have been, since the time of Joseph II, free in their minds regarding freedom of teaching (*Lehrfreiheit*). They are the key element in the quality of a university. Good teachers are masters of leadership, including ethical considerations and how we deal with man. The universities are a constant breeding ground in our culture and therefore an indispensable requirement for our wealth. With good academic leaders, a high quality of education is given.

The inside life of the universities, however, jeopardizes their autonomy. There are severe personal struggles involved in bringing professors to tenure. There is a given influence of parties, circles, friends, interests and intrigues. Certainly the best do not always succeed to office. The staff is often too old, and there are often only a few positions left for young academic teachers. This cuts the chance of many a brilliant academic career, while many old teachers have too little to do and find their mission in creating intrigues. This does not stop the brain drain!

These inside structures do not allow us to react to the market promptly. Therefore the idea of “University Councils” was introduced. In the area of information technology, many entrepreneurs exist who have never entered a university. They are doing a brilliant job, earning large amounts of money and are appreciated and respected in society.

Financing of the Universities:

All public universities are financed via taxes and this is the reason for political influence limiting university autonomy. In the light of the Lisboa criteria, more financial support is desirable. Self administration has now been introduced into the universities in Austria. “University councils” – people from outside– guide the university. But the influence from outside is often too heavy, and when the voice of academics from inside is suppressed, autonomy is only a remnant.

A university can also be understood to be a service institution to our society. Training is one part of education for which students pay a fee. There is an ongoing political debate pro and con. When a student is not capable of paying for his or her studies, he or she finds help through stipends.

The other part is courses and research orders from outside the university. Many small companies use the beneficial experience of universities, mainly in the technical or medical sciences.

Concluding Remarks

Universities are an indispensable part of our society. They play a strongly defined role in their degree of autonomy. The universities need a new structure and a strict distinction between professional education and scientific education. Scientific education is the central task of the university, while professional education is split between universities and the technical schools (Fachhochschulen), which sometimes do a much better job. To position the university according to society's demands and paradigms is a central task. This must be done from inside and not from outside the university.

The universities are the key to our future, especially in a global society. Static and dynamic knowledge is derived from an outdated paradigm. The new paradigm brings networked knowledge for our future generations in a networked world.

AVTONOMIJA UNIVERZE (PREDNOSTI ALI SLABOSTI) IN FINANCIRANJE NA PROSTEM TRGU

Različni vidiki avtonomnosti univerz so načeloma lahko razumljeni na tri načine, in sicer glede na (1) vlogo, ki jo ima univerza v družbi, (2) razmerje med univerzo in oblastjo oz. zakonodajo in (3) akademsko življenje na univerzi.

Avtonomnost univerz lahko razumemo in pravilno vrednotimo le, če poznamo zgodovinska ozadja in razmerja moči (civilna ali verska), ki so oblikovala današnje stanje in pogoje delovanja visokošolskih ustanov – razmislek o zgodovinskih okoliščinah je zato predpogoj za celostno analizo današnjega stanja. Upoštevati (in razumeti) je potrebno zakonitosti delovanja in sodobna vprašanja visokošolskega življenja, predvsem temeljne zakonitosti, ki prepoznavno določajo avtonomne univerze: (nezadostna) vloga in poslanstvo univerze, vprašanje zaposljivosti mladih akademikov, trajanje študija, neposredni stik med profesorji in študenti, prostorske omejitve in težave (npr. premajhne predavalnice, slaba opremljenost, pomanjkanje laboratorijev in specialnih učilnic) itd. Poiskati je potrebno ustrezno rešitev in preprečiti t. i. beg možganov, tj. doma izšolanih vrhunskih strokovnjakov v tujino, s tem povezana in prav tako pomembna pa sta prizadevanje za (vrhunsko) raziskovalno opremo in lobiranje v visokošolskem izobraževanju.

Avtonomija univerze se seveda začne in konča pri financiranju. Raziskovati je potrebno različne možnosti financiranja univerz in presojati, kako to vpliva na njihovo avtonomnost. Dejstvo je, da sodobna univerza potrebujejo novo strukturo ter jasno vzpostavljeno razliko med poklicnim in znanstvenim raziskovanjem – v globalni družbi ima t. i. mrežno znanje pri tem odločilno vlogo.

Prof. Dr. Dr. h.c. mult. Felix Unger
President,
European Academy of
Sciences and Arts
Mönchsberg 2
A-5020 Salzburg

EUROPEANIZATION IN HIGHER EDUCATION: THE LEGITIMACY OF THE UNIVERSITY

Andrei Marga

I will not insist upon European specificity and the criteria for the Europeanisation of cultural societies. Allow me to express my point of view in the concentrated form of two theses, which I have developed in detail elsewhere.¹

The *first thesis* has to do with belonging to Europe. European unity, especially after Maastricht and Nice, does not concern solely geographical or historical factors, but insists primarily on a cultural and institutional affiliation with Europe. In other words, *geography and history are indispensable conditions for a European identity, but as European unification is mainly an institutional and cultural process, belonging to Europe is evaluated today by taking into consideration institutions and culture.*

The second *thesis* deals with European specificity. If we consider institutions to be the objectivization of culture (as we are bound to do), then we can bring the whole discussion on belonging to Europe to the matter of culture. Nevertheless, establishing European cultural specificity is often submitted to the pitfalls of essay-writing, which is impregnated by contextual opinions, or of ideological improvisations of local policies. It is time that systematic viewpoints were assumed, in order to bring about the conceptual clarifications which are necessary for decision making actions. *My second thesis is that European culture, understood as the sum of the ideas, symbols and theories which are incorporated in various forms of social existence, is specified by: and technical competence; economic behaviour; administrative skill; political action; spiritual culture of a certain kind. Cultural belonging to Europe, understood in this sense, means the conditioning of productive competence by a continuously ascending technical competence, based on the application of modern sciences; furthermore, it is an economic behaviour characterised by economic rationality, that is, formed in such a way that the result constitutes a surplus by comparison with what has been invested. It also means efficient management which is based on a culture of law characterised by personalism, legal-*

ism and formalism; a culture of law which promotes the person as subject and aim of the law as well as the generality and sovereignty of the law. Cultural belonging to Europe also relies on values based on individual freedom and the understanding of this freedom as autonomy; it means the construction of the human being as a private area which rests on property, granted by laws which state fundamental and inalienable rights. Another main point is that political will and state policy should derive from public debate upon the issues of general interest, giving the upper hand to better arguments. European culture also entails a culture of research, of systematic knowledge working towards the idea of changing the technical, economic, administrative and cultural environments; and it means continuous communication of intellectual reflection upon the issues of human life.

Within the framework of an increasing *differentiation* of activities in the societies of late modernity, institutional evaluation is not possible without asking once more the question: what is the *legitimacy* of an institution and how is it secured? But this obliges us to clarify the meaning of legitimacy and list those alternatives for legitimacy that are available. I do not wish, in doing this, to reduce an actual issue to a range of conceptual distinctions. However, I would like to note that we have at least two solid landmarks in tackling institutional legitimacy.

The first is to be found in “The Federalist” (no. 49 of 1788), which placed “*the legitimacy of power*” with *the will of the people*. “As the people are the only legitimate fountain of power,” James Madison wrote, “and it is from them that the constitutional charter, under which the several branches of government hold their power, is derived, it seems strictly consonant to the republican theory, to recur to the same original authority, not only whenever it may be necessary to enlarge, diminish, or new-model the power of the government, but also whenever any one of the departments may commit encroachments on the chartered authorities of the others.”².

The second landmark lies with Max Weber, who described legitimacy and the ways to secure it more comprehensively. The famous sociologist had in view the legitimation of political power, but his analysis covers a concept of legitimation valid for various fields of action. In *Die drei reinen Typen der le-*

gitimen Herrschaft. Eine soziologische Studie (1922) legitimacy consists of “verschiedenen Motiven der Fügsamkeit” upon which society order lies. When he discussed these “reasons”, Max Weber listed different forms of legitimation, in a clear attempt to describe and classify them from a historical point of view. He illustrated the following forms of legitimation: *legitimation by “Interessenslage*, also durch zweckrationale Erwägungen und Vorteilen und Nachteilen” for the ones concerned; legitimacy by “bloße « Sitte »”; *legitimation* that is “*affektuell*, durch bloße persönliche Neigung” of the ones concerned. These legitimations were considered “frail”³ by Weber, who preferred a fourth form of legitimation instead: “legitimacy by Rechtsgründe.” When it comes to “the *legitimation by principles of law*” Weber makes the distinction between “legality” and “legitimacy” (an order can be “legal”, without being at the same time “legitimate!”) and differentiates “legitimation by the principles of law” further on. He writes about “*legitimation by norms*,” as is the case in bureaucratic systems, “*legitimation by tradition*” and “*charismatic legitimation*.”⁴

The question might arise whether this historical description by Weber is exhaustive. The subsequent experience of the modern age allows us to add “*legitimation by decision*,”⁵ that is to say, by the decision made at a certain time on a subject of law, as was discussed by Carl Schmitt; “*legitimation by procedure (Verfahren)*,”⁶ i.e. by the correctness of certain rules by which it is adopted, observed by Niklas Luhmann; “*legitimation by creation*,”⁷ that is, by the capacity to generate new solutions, invoked by Jean Francois Lyotard; and “*discursive legitimation*,”⁸ that is, legitimation by the will of those concerned; the last is expressed within the framework of some form of communication that extends to the rules governing participant interaction, and it was considered by Jürgen Habermas as an alternative to the varieties of “decisionism”.

More and more, and from various directions, the *European university is now asked to legitimise itself*. This is due to the changes that have occurred in the university’s situation in society, in the structure of knowledge, and in the global needs of society. Thus: a) after having lost its monopoly on scientific research following the extension of research within industry, the university is now losing its monopoly on higher education as the providers of specialized knowledge multiply; b) with competing markets undergoing globalisation, institutional performance is increasingly measured in terms of the contribu-

tion to the products' economic value and technical efficiency; c) in the "post national constellation", the original link of European education with national cultural projects deteriorated as a consequence of the triple movement of the expansion of vocational training, of the multiplication of educational programmes initiators, and of the change of the functions of the national state; d) the unprecedented development of experimental sciences and technologies and the rise of reflexivity as a result of "ruptures" in historic continuity (world wars, knowledge of other cultures, etc.) led to a new geography of disciplines, which higher education institutions need to handle adequately; e) together with the crises registered by history – economic, of rationality, of legitimacy – the complex societies of today must face new crises – such as "the identity crisis" and "the creativity crisis", which cast a new light upon the evolution of the university; f) the procedural democracies of today have started to display "a motivation crisis" on the part of their citizens, which is expected to be one of the challenges of the years to come⁹; g) the development of biotechnologies brings about not only salutary improvements in the treatment of diseases, but it also creates the need for a new and radical awareness of the foundations of culture.¹⁰

Nevertheless, *the European university itself has undergone significant changes*: focusing on knowledge at the beginning, the university needed to direct its steps towards the practical training of students for industry, starting with the beginning of the 19th century; the university had to include technical disciplines, side by side with the scientific, philosophical, and theological ones, which started as early as the mid 19th century; the university increased its dimensions and became a mass university, abandoning old fashioned elitism, especially under the pressure of the American example, at the beginning of the 20th century; university autonomy was sacrificed when both Western and Eastern Europe became totalitarian in the 30s; the ideological imprint on higher education after 1945 remained, down to 1989, a characteristic of Central and Eastern Europe; universities have tried, in recent decades, to gain profile by various analogies – with companies (entrepreneurial universities), with agencies providing services (open universities), with professional associations (universities specialised in arts, sports, modern languages, etc.), with businesses (private universities in Eastern Europe) – which were added to the already established profiles; mention must also be made of the attractive "Re-

search University” profile. Thus, the landscape of European higher education is now more diversified than before.

If we take into account the growth of functional differentiation in late modernity, and the changes in society and knowledge, as well as the new needs in these societies, then there is good reason to question the activity profile of many institutions of today (political, military, communicational, commercial, etc.). *In the case of the university, the changes involve fundamental aspects, such that the second oldest institution in Europe – after the Church – is requested to legitimise itself once again in a society already torn away from the continuity of history and reconfigured as a result of its own resources: money, administrative power, knowledge, information, culture.* I plead in my intervention in favour of the legitimacy of the European university, of its cultural legitimacy in its current acceptance, by a two-tiered argument: firstly, I show the challenges that the legitimization of the European university faces today (1) and then I will highlight its cultural profile (2).

1

If we accept – and, because of historic and functional reasons we cannot but accept – that *the true university has multiple functions*: competitive higher education, competitive research, specialised services for the community, instance of critical evaluation of situations and public commitment to values, then it becomes obvious that *there is a cultural commitment immanent to the university*, which has an influence on its legitimacy. Along these lines of reasoning, the university can invoke different legitimations from the list of historic legitimations: “legitimation by the democratic will,” “legitimation by the situation of interests,” “legitimation by tradition,” “legitimation by decision,” “legitimation by procedure” and others. However, *it is only the legitimization by cultural commitment that ensures full legitimacy and, thus differentiates it from other institutions.* To any other form of legitimacy, accessible to other institutions as well, the university adds a cultural legitimacy by attitude, by effective contribution and by creation.

By “cultural legitimization” I understand the capacity of an institution and – why not – of the people who give life to institutions not only to pass on knowledge but

also to grasp its meaning; not only to generate successors in the exercise of their profession, but also to form them for functioning in the changing environment; not only to operate with existing knowledge, but also to raise questions and increase it; not only to adapt to the technological, economic, administrative environment, but also to question it; not only to observe practices and values, be they one's own or pertaining to others, but also to question them explicitly; not only to integrate in the given culture but also to assume it as life project, subject to validation in an increasingly complex world. Thus, "cultural legitimation" relies on a reflexive capacity which is not necessarily indicated in the number of students, lists of scientific papers, size of extra budgetary resources, applause in meetings, but which is, nonetheless, just as relevant.

It can be said today – sticking to all factual proofs – that *only a university that legitimises itself culturally, by attitude, by contribution and by creation can face the "challenges" addressed to a higher education institution.*

The periodic changes of the state of public finance reduce the possibility to promote long-term programmes, which are otherwise necessary for guaranteeing performance to a university. Consequently, only if a university assumes its autonomy, if legislation supports autonomy, and management is highly qualified can long-term developments be promoted. Thus, a *challenge addressed to universities to take responsibility for themselves and to use their autonomy* is immanent to late modernity. On the other hand, the scientisation of activities creates a historically new field for higher education and research, but it also challenges universities to continuously review their programmes of training and research in order to cover the field of jobs in industry and to seek new technological solutions. A *challenge for socio-economic relevance* is immanent to late modernity as well. With globalisation underway, this challenge is supplemented by another one, generated by the growth of competition following the expansion of technological markets, the increase of number of jobs and of opportunities for research: *the challenge for the systematic search for innovation.* The motto "you innovate, therefore you exist" expresses an effective condition of existence among the competitive universities of today.

Decentralisation and the use of subsidiarity as a principle for the working of administration in the societies of the late modernity require the change

of university governance and management. *A challenge resulting from this is the full conversion of traditional academic leadership into managerial leadership.* Only where the symbolic exercise of academic leadership is replaced by managerial approaches equipped with financial and institutional analyses and with specialised programmes can the university be successful in effective competition. *The challenge here is to couple the traditional collegial leadership of the university with the assumption of contractual responsibility for performance and the extension of the mechanism for electing leaders, so that it enables selection on the basis of competition of programmes and competencies.* The period of history which allowed the university to be (by governance and by management) the opposite of a company is drawing to an end, although no sufficient reasons result from such development that would allow the university to be mistaken for an economic enterprise. But *generating resources and efficient management of available human and financial resources represents another challenge, this time addressed to university governance.*

In open societies, with relatively frequent successions of governments, universities are, in their turn, requested to position themselves adequately, the more so as the university belongs to the type of institution that can benefit others by its operation only if it has long-term programmes. *The first challenge for universities is to explicitly assume a civic commitment in favour of democracy and of its values – freedom, equality among citizens, justice – and, at the same time, autonomy.* A democracy reduced to free elections ends up by denying itself, sooner or later, partly or completely. As can be noticed in the experience of present-day Eastern Europe, when democracy is reduced to a mechanism of periodically electing leaders, corruption cannot be limited, public apathy grows, and the sole value is the number of votes; thus the great potential for innovation that democracy provides is wasted. This is the reason why *the second challenge for universities is to assume democracy not only as a technique for electing its leaders, but, more profoundly, as a way of life.*

No university can avoid *differentiation as an evolution mechanism in modern society.* Against this background, the universities' self consciousness differentiates as well: unavoidably, professors, students, financiers, the users of higher education and research have different perspectives on the university as such and, even more so, on the obligations of the state and of society. Upon these

principles society at large generates even more differentiated perspectives. It is not an easy task to combine the various perspectives on the university in a productive debate. An even more difficult task is to find a unifying perspective on the state and society as a whole. But the dialogue of perspectives and the search for a unifying perspective is necessary, in each case, at least for the sake of successfully ensuring the premises for action. *Among the institutions of modern society, by virtue of its autonomy, mission and functions, the university is most competent to ensure the dialogue of perspectives and the constant search for a unifying perspective. A challenge addressed to the university resides, for this very reason, in assuming the role of mediator and promoter of integrating approaches.* Another challenge results from the university's position as transmitter of inherited values, of generator of values of knowledge, and of the cultural values based on experience of life. *This is the challenge that contributes to the enrichment of cultural resources and to their efficient management.*

2

If by its autonomy, mission and specific functions the university is called upon to discuss the various perspectives on society and the state; if it is called upon to mediate opposing views and to promote integrative accounts; if it is instrumental in assuming tradition and in generating values, the *university acquires a singularly prominent role in society.* The university's function of submitting situations to critical analysis explains this role insufficiently, and the Humboldtian claim that the university represents Reason *par excellence* has become emphatic in the age of countless offers in the field of higher education and research. *It follows that the university needs to fulfill an additional role in the deployment of its functions, namely a cultural role that gives it legitimacy, and which should now find a place between insufficiency and emphasis.*

Considering the situation of European universities today, we can identify various ways of assuming this cultural role, which range between two extreme claims: *the claim for the market model*, such that the university becomes one of its actors by constantly adjusting to the dynamics of the market; *and the claim for the Reason model*, whereby the university is turned into an instance that can in no way be contradicted, thus isolating itself from the uncertainties of the world. The theorists of today's "university in a state of flux" invoke the

first model, while the famous German idealist thought and John Henry Newman's main conception have inspired the representatives of the second model. I consider that there is sufficient reason to side-step both right now, when the situation of the European university, after the implementation of the **Bologna Declaration** (1999), is different and it is faced with new challenges.

The **Bologna Declaration**, and, before it, the **Sorbonne Declaration** (1998) explicitly introduced the cultural approach into the recent debate on European universities' mission. On the other hand, these **Declarations**, which have oriented the shaping of the university in a unified Europe in the last years, accept that "Europe is not only that of the Euro, of the banks and economy: it must be a Europe of knowledge as well. We must strengthen and build upon the intellectual, cultural, social and technical dimensions of our continent. They have to a large extent been shaped by its universities, which continue to play a pivotal role for their development."¹¹ The cultural dimension cannot be reduced to economic or technological development, nor can it be reduced to any other fields pertaining to present society, and it cannot be seen in isolation from the other dimensions of the new European construction. For this reason, on the other hand, the **Declarations** accept that there is a need to "establish a more complete and far-reaching Europe, in particular building upon and strengthening its intellectual, cultural, social and scientific dimension."¹² The objectives set forth in the **Bologna Declaration** for building the European Higher Education Area – "adoption of a system of easily readable and comparable degrees," "adoption of a system essentially based on two main cycles," "establishment of a system of credits," "promotion of mobility," "promotion of European co-operation in quality assurance," "promotion of necessary European dimensions" – are not goals, but objectives which serve the two main options expressed by the **Declarations** – compatibility of higher education systems in Europe and increasing competitiveness of European universities – which derive their reason for existence from the cultural project of a unified Europe.

The two **Declarations** emphasize "the universities' central role in developing the European, cultural dimension"¹³ and reconfirm the option of **Magna Charta Universitatum** (1988) in favour of university autonomy as prerequisite for performance.¹⁴ In the past, starting with the promoters of

the Humboldtian University in Berlin and with Cardinal John Henry Newman, autonomy was thought to grant the university the position of Truthholder and the role of promoting Reason in society. Schleiermacher called the university, in his *Gelegentliche Gedanken über Universitäten in deutschen Sinn* (1808), “das höchste Bewusstsein der Vernunft, als ein leitendes Prinzip in dem Menschen aufwacht.”¹⁵ Fichte considered it as “eine Schule der Kunst des wissenschaftlichen Verstandesgebrauches”¹⁶ and Humboldt as “die höchste und letzte Freistätte der Wissenschaft”¹⁷ and, at the same time, “das Gopfel in dem alles, was unmittelbar für die moralische Kultur der Nation geschieht, zusammenkommt.”¹⁸ John Henry Newman, in his famous *Idea of University. Defined and Illustrated* (1852), which is still considered the best book ever written on the university,¹⁹ considers the universities “the greatest and most important centers in modern times for cultural and national life,” which fosters “the process of training by which the intellect, instead of being formed or sacrificed to some particular or accidental purpose, some specific trade and profession, or study or science, is disciplined for its own sake, for the perception of its own proper object, and for its own highest culture.”²⁰ Today, however, we no longer hold sufficient grounds to assert that, by virtue of their autonomy, universities can generate the knowledge that, by its nature, is compulsory, for at least two reasons.

The first reason is that, subsequent to differentiation and, with that, to the continuous increase of the complexity of the society of late modernity, no institution can any longer claim privileged access to Truth. Differentiation has reached in the meantime not only the “values’ spheres,” as Max Weber thought, not only the “subsystems” of society, as Parsons said, but the very roles and values observed in lifestyles and cultures.²¹ As Luhmann showed, “Systemdifferenzierung ist somit nichts anderes als eine recursive Systembildung, die Anwendung von Systembildung auf ihr eigenes Resultat,”²² so that for every system the others become the surrounding environment of its own functioning. And under such conditions for differentiation, taken beyond functionality, to substantial commitments, what remains to be done as a priority is the promotion of communication among differentiated systems. *Nonetheless, the communication medium has already replaced direct and privileged access to truth and the validation of the latter is accomplished with the procedure of argumentation.*

The second reason is that the university itself has differentiated internally, side by side with massification, diversification of qualification levels, adjustment to the functional requirements of modern society, to such an extent that the university is no longer represented by a single voice, except, perhaps, in formal and administrative terms. Dominick LaCapra was right to point to “a continuing culture conflict” within the university, in fact, among “university academics”, even if he reduced this conflict to a confrontation between the “market model” and “a model of corporate solidarity and collegial responsibility.”²³ In fact, *at least as far as European universities are concerned, “academic ideological conflicts” result from the competition, often escalating to confrontation, between several university analogy-models: by analogy with the commercial enterprise, with service providers, with civic associations, with collegium pansophicum (imagined by Comenius), with a cultural corporation.* But the author of the thought-provoking essay “The University in Ruins?” (1998) points out, with good reason, that “restrictive ideologies” proliferate within universities, ideologies which prevent the shaping of the cultural voice. “Rather than fostering intellectual discourse, ideologies limit educational expansion and reduce discourse to rhetoric.”²⁴

Meanwhile, the problems of the civilization we live in continue to worsen, problems which do not belong with “ideologies”, or are not related to the “divergence of great visions”, but which touch upon the very understanding of human life, and question not so much some specific orientation in life but life itself. I have in view in the first instance four such problems: firstly, the new clarification of what unavoidably is “the cell of society”, against the backdrop of the dissolution of the family, around which the culture we share has been built; secondly, the new explanation of “human nature”, in the context of the expansion of biotechnologies and of creating human beings in laboratories, which can present the foreseeable danger of enabling the human being to become the raw material for its technologies; thirdly, the clearing up of the mediating role of moral, civic, and esthetic values in society, considering the continuous rise in the conversion of values in functions; finally, a new explanation of the meaning of human life, in the circumstances in which, on the one hand, we cannot part with its uniqueness, and with meaning, as long as the human condition is a feature common to

all of us; on the other hand, no profane substitute for the “redemption” of the Judeo-Christian tradition was found. Such problems are in no way ordinary, and they require the presence of cultural consciousness and, of course, the voices of the European universities. The university’s commitment and capacity to provide answers to such questions, in the new situation of humanity, are paramount for its relevance and cultural legitimacy.

Notes:

1. See Andrei Marga, *Filosofia unificării europene*, E.F.E.S., Cluj, 2001, p. 37-47.
2. James Madison, "Method of Guarding...", in *Federalist*, no.49, February 2, 1788, p.348.
3. Max Weber, *Schriften 1894-1922*, Alfred Kröner Verlag, Stuttgart, 2003, p.717. See also Max Weber, *Economie et société*, Plon, Paris 1968, pp. 31-36.
4. Ibidem, pp.718-730.
5. Carl Schmitt, *Legalität und Legitimität*, Dunker&Humbolt, Berlin, 1988.
6. Niklas Luhmann, *Legitimation durch Verfahren*, Luchterhand, Neuwied, 1969, p.51.
7. Jean Francois Lyotard, *La condition postmoderne. Rapport sur le savoir*, Minituit, Paris, 1979, pp.70-20.
8. Jürgen Habermas, *Legitimationsprobleme im Spätkapitalismus*, Suhrkamp, Frankfurt am Main. 1975. pp.178-196.
9. Ernst Wolfgang Bökenförde, *Recht, Staat, Freiheit*. Suhrkamp, Frankfurt am Main. 1991, see also Jürgen Habermas, Joseph Ratzinger, *Dialektik der Säkularisierung. Über Vernunft und Religion*, Herder, Freiburg, Basel, Wien, 2005, pp.31-36 and 49-58.
10. See Jürgen Habermas, *Die Zukunft der menschlichen Natur. Auf dem Weg zu eine liberalem Eugenik?*, Suhrkamp, Frankfurt am Main. 2002, pp 105-125. See also Glen McGee (ed.), *Pragmatic Bioethics*, The MIT Press, Cambridge, Massachusetts, London, England, 2003, which approaches the philosophical bases of the clinical and moral problems linked to the new biotechnologies.
11. *Joint Declaration on Harmonisation of the Architecture of the European Higher Education System*, Paris, Sorbonne, the 25th of May 1998.

12. *Joint Declaration of the European Ministers of Education Convened in Bologna* on the 19th of June 1999.
13. Ibidem.
14. *Magna Charta delle Università Europee*, Bologna 18 settembre 1988.
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17. *Wilhelm von Humboldt, Über die innere und äußere Organisation des höheren wissenschaftlichen Anstalten in Berlin* (1809), in *Gelegentliche Gedanken über Universitäten*, p. 281.
18. Ibidem, p. 273.
19. See Jaroslav Pelikan, *The Idea of the University. A Reexamination*, Yale University Press, New Haven and London, 1992, who cites J.M. Cameron: “modern thinking on university is a series of footnotes to Newman’s lectures and essays”, on p. 6.
20. John Henry Newman, *Idea of a University. Defined and Illustrated*, Clarendon, Oxford, 1976, I, VII, 8.
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22. Niklas Luhman, *Soziologische Aufklärung*, Westdeutscher Verlag, Opladen, 1997, Band 4, p. 597.
23. Dominick LaCapra, “The University in Ruins? Academic ideological conflicts”, in *Critical Inquiry*, Autumn, 1998.
24. Ibidem.

EVROPEIZACIJA VISokega ŠOLSTVA – USPOSOBLJENOST UNIVERZE

Prva teza se nanaša na pripadnost Evropi. Evropska enotnost, posebej po Maastrichtu in Nici, ne more biti več le geografsko in zgodovinsko določena, ampak je primarno odvisna od kulturnega in institucionalnega približevanja Evropi. *Geografija in zgodovina sta sicer pomembni pri določanju evropske identitete, vendar se pripadnost Evropi danes ocenjuje z upoštevanjem institucij in kulture, saj je poenotenje Evrope predvsem institucionalni in kulturni proces.*

Druga teza se ukvarja s posebnostjo Evrope. Če imamo institucije za objektiviziranje kulture (ker smo vezani na to), potem bi lahko veljal sklep, da je kultura merilo, po katerem se določa pripadnost Evropi. Določitev t. i. evropske kulture pa ni enostavna, tudi ne enoznačna, na kar opozarjajo številne razprave, ki so pogosto zaznamovane tudi z ideološkimi improvizacijami lokalne politike. Potrebno je povzeti sistematične vidike, ki omogočajo konceptualno pojasnjevanje dejanj. *Evropsko kulturo, razumljeno kot vsoto idej, simbolov in teorij, ki so utelešene v različnih oblikah družbenega življenja, določajo naslednji dejavniki: tehnična mera odločanja, ekonomsko obnašanje, administrativne spretnosti, politična dejavnost in duhovna kultura določene vrste.* Tako določena kulturna pripadnost Evropi pomeni, (1) da je produktivna kompetenca odvisna od nenehno naraščajoče tehnične kompetence, temelječe na uporabi modernih ved ter (2) ekonomskega obnašanja, ki ga predpisuje ekonomska racionalnost, določena tako, da rezultat ustvarja presežek v primerjavi z vlaganjem; (3) učinkovito vodenje, ki temelji na kulturi prava z naravo personalizma, legalizma in formalizma – kultura prava torej, ki spodbuja osebo kot subjekt in predvideva konec posploševanja in vladavine prava; (4) da izhaja iz vrednot, ki temeljijo na individualni svobodi in razumevanju te svobode kot avtonomije; (5) da je oblikovanje človeka zasebno območje, temelječe na lastnini, ki jo zagotavljajo zakoni, izražajoči temeljne in neodtujljive pravice. Prav tako pomembno pa je, da morata politična volja in politika

države izhajati iz javne razprave o splošnih interesih, tako da prevladajo boljši argumenti. Evropska kultura vsebuje tudi (1) kulturo raziskovanja oz. sistematičnega znanja, ki spreminja tehnično, gospodarsko, upravno in kulturno okolje, ter (2) nenehno sporazumevanje z intelektualnim izražanjem tem iz človeškega življenja.

Prof. Dr. Andrei Marga
Vice-President,
Danube Rectors' Conference
University of Cluj-Napoca
Mihail Kogalniceanu no. 1
RO- 400084 Cluj-Napoca

HISTORY, ORGANIZATION AND FINANCING EUROPEAN UNIVERSITY SPORT: THE ROLE OF EUSA

Alberto Gualtieri

The origins of international university sports and its associations are most definitely in Europe. It is here in the so-called “Old Continent” that was found the fertile soil and the deep roots necessary to form local, national, and transnational university sporting associations (some of which still exist in their original forms) in the years immediately following the Second World War.

Within this brief analysis it is important to mention, by way of example, some of the relevant movements of university sporting aggregation born and developed in Europe that, in spite of radical political transformations in the Continent, preserved a substantial territorial unity in the course of the last century. While this analysis is not fully comprehensive, these movements gave the various sporting associations guidelines to follow, even if interrupted by political events of immense proportions.

In the last fifty years, European Universities have been involved in the recovery process after the damage caused by the Second World War, moving towards modernization, not exclusively in the sporting arena, even though it is often considered the primary element.

Let us recall the life path of some oldest European NUSAs (National University Sport Associations) in their countries:¹

Czech Republic

The “founding father” of Czech university sport was Frantisek Smotlacha, a teacher, untiring organizer and sport enthusiast. The Czech University Sport Association was first organized in 1910.

1 Source : *FISU Magazine*.

During the 95 years of its existence, Czech university sport has become a strong and fully stable sport organization, thanks to high quality work on universal changes during the past 20 years. The Czech University Sport Association has more than 31,000 members registered in 41 university sport clubs at all Universities in the country.²

The university sport clubs are formed based on the model one university – one university sport club.

In addition to regular everyday club sport activities, the best athletes are prepared for university national teams and for participation in world university competitions.

The university sport club was modelled on those of four countries: Bohemia (Prague), England (Oxford and Cambridge), France (The Sorbonne), and Poland (Warsaw).

Finland

In the 1920s and 1930s, Finns participating in international student sports focused mainly on joint games with the other Nordic countries and the Baltic States.

As early as the 1920s and 1930s, sport was one of the most popular fields of international interaction among undergraduates.

After WWII, Finland participated in the Universiade from the very beginning, although Finland joined FISU only in 1967. In 1970, the Finnish Academic Sports Federation changed its name to the Finnish Student Sport Federation to reflect the development of the organization from one with a focus mainly on organizing academic championship games into an advocate of student sports. In this context, it was also recognized that the *Federation's task was to promote student competitive sport as well as students' fitness activities.*

² Year 2000 figures.

In recent years, Finnish teams sent to international games by the Finnish Student Sport Federation and the Finnish Olympic Committee have been supported by the Ministry of Education.

Almost one in two top Finnish athletes study at a university.

France

The history of sports in French schools and Universities began in 1888 when Baron Pierre De Coubertin proposed the integration of physical education activities and sports in school programmes. The first university associations and clubs were created in Bordeaux (1903), Cannes (1904) and Paris (1905).

The International Student Confederation was instituted in Strasbourg in 1919.

French school sport and university sport ran on a common track from 1938 to 1975. In that year there was a split to create today's National Union of School Sports (UNSS) and the National Federation of University Sport that in 2000 became the French Federation of University Sports (FFSport U).

FFSport U operates under the auspices of the Ministry of National Education, Higher Education and Research, which allocates an annual operating subsidy to it and sends to the Federation 5 national Directors and 32 Directors appointed to 25 Regional committees.

In keeping with the Student Social Plan of the Ministry of Higher Education, students have equal representation in the various management bodies: the Federal Management Board (11 students out of 22 members), Regional management committees, and sports associations.

The members of the Federation are sports associations of the institutions of higher education set up at universities and schools.

In 2004–2005 the 84 French metropolitan and overseas universities, plus all institutes of higher education, enrolled 2,232,624 students. 83,110 students participated in more than 48 sports through 704 sports associations.

Italy

At the beginning of the 1900s the first university sporting aggregations didn't have a national character or even a system organised to cover the entire country. They were spontaneous movements born in various universities under the title of Clubs. These were the founding elements for the creation of GUF (Gruppi Universitari Fascisti – University Fascist Groups) which between 1922 and 1942 were constructed for the dictatorial regime. With the organisation of local and national demonstrations of these clubs came an instrument of propaganda alongside the development of sports in Italy.

It was, however, within the GUFs themselves that the first anti-fascist movements were organised, thanks to the bond between the members in virtue of their sporting principles.

After the disaster of the Second World War, spontaneous initiatives were begun between local and national groups of varying social standings united by the desire to construct and rebuild a new Italy. In March 1946, the Presidents of CUSs (Centri Universitari Sportivi – University Sports Centres), clubs incorporated in a large number of universities, met in Padova to create the CUSI (Centro Universitario Sportivo Italiano - Centre of Italian University Sports) an organisation that, together with other similar European associations, founded those relations which in 1949 would bring them to “International University Sport Week” in Meran, the first true sporting event after the Second World War.

The governments of the new Italy took responsibility for the turmoil of these universities and understood their own importance in furthering their development. *A law enacted in 1951 assured financial backing (although not considerable) from the state to the CUSs and the CUSI as curators of sporting activity in Italian arenas.* It was this new institutional dimension of the CUSs and CUSI which encouraged the conception and realization of the first summer Universiade in Turin in 1959.

After a series of further legal acknowledgements, we arrive at the formation of the actual model for University sports in Italy. The core of this initiative is a state law which obliges all universities to have a “Committee for the development and

strengthening of university sports” made up of the Rector (or his/her delegate), the Administrative Director (or his/her delegate), two students elected bi-annually by the entire student body, and two representatives of CUSI. Financed from the state budget, the Committee exists to supervise the sporting programme and the management of further sporting initiatives, the fulfilment of which is entrusted to the CUS of the university’s home city.

The total number of Italian university students is approximately 1,700,000, of which more than 300,000 are members of a CUS and CUSI.

Poland

In the spring of 1909, the students of one of Europe’s oldest schools of higher learning, Krakow Jagiellonne University, founded the Akademicki Związek Sportowy. It was an expression of the academic milieu’s wish to propagate a new model of man, highly developed both intellectually and physically.

AZS made an enormous contribution to the progress of high level Polish sport, especially in the period between the two World Wars.

After WWII, advantage was taken of the general reconstruction process to restructure AZS and its clubs in all institutions of higher learning. This overhaul enabled AZS to continue to dominate Polish sport events in the ‘50s and ‘60s and to reposition itself for success in the international arena.

Toward the close of the 60s, AZS broadened its activities, setting up a rich programme of sports for the masses, while continuing its efforts in elite sport.

This policy was made possible thanks to close co-operation with the administration and sport section of every institution of higher learning.

In the 80s and 90s, a period of democratisation in Poland and in Europe encouraged the university sport movement to establish new perspectives. Contacts with other countries became much less rare. AZS worked closely with FISU on the development of world university sport, owing especially to its links with Central Europe and the East.

Among the youngest Associations:

Germany

In 1998 A.D.H. (Allgemeiner Deutsche Hochschulsportverband) celebrated its 50th anniversary. The umbrella organization, which counted 143 university sport associations, was set up on April 2, 1948, in Bayerischzell, with students from all four occupation zones.

Only one year after its founding, the ADH students took the lead in restoring international sports activities after the war. ADH was the first German sport federation which managed to participate in the “International University Sport Week” in 1949 in Meran. In 1951, ADH joined FISU. This put a stop to the international isolation of Germany after the war.

At present ADH boast some 300 different sports, and the founding 143 member-universities now offer the biggest popular sports range in Germany.

University sports receive support from the state and from its partners in industry, the German Social Security Savings-bank (DAK) and insurance-group Die Continentale.

Sweden

The SAIF (Swedish University Sport Association) has worked since its inception to make university sport stronger internationally through FISU.

In this context the engagement of SAIF started early, with a team participating in the first Universiade held in Turin in 1959. In 1961 SAIF became a full member of FISU.

SAIF's commitment to FISU continued throughout the 1960s and '70s. Following a motion presented by SAIF to the FISU General Assembly in 1979, the expression “to promote university sports at all level” replaced the words “to promote university sports” in the FISU Statute. This helped to steer FISU away from merely being concerned with elite competitive sports toward concerning itself with all sorts of university sport, including sport for all.

SAIF commitment to ensure that there were classes for women students in all sports parallels the work on gender equality that the Association started at home, out in the wider world.

SAIF has always played an active role in renewing and improving the Swedish sports movement and in creating a good climate for both elite sports and fitness sports as well as spreading their values throughout society.

The Birth of EUSA

During the Universiade at Palma, Majorca, a group of NUSA's European executives decided to resume talks on Italy's initiative begun nearly twenty five years previously. In fact, the CESCUC Association (among some European NUSAs) was born in a conference which took place in Capri in the early '80s. For various reasons, CESCUC did not have a sustainable future; however, the original idea to unite all of Europe's national sporting associations into one unique entity still remained. Until 1999 international sporting activity was represented by FISU alone, even though local events between neighbouring countries did occasionally occur. The same year EUSA (the European University Sport Association), founded by 25 European countries, was born in Wien.

In Palma de Majorca the decision was made to form an association that, unlike FISU, would not only involve students representing their nation alone but would also include representatives from individual European Universities which, under the aegis of NUSA, were annual winners of their national University Championships.

This is the fundamental characteristic of EUSA and that which differentiates it from FISU and other world and continental associations like it: it puts the sporting activity of ones' own University and the sporting Association backing it into the spotlight, rather than the national representatives of various countries.

On this basis and using these core characteristics as a guideline, between 2000 and 2005 EUSA was structurally and technically organised, with the participation and support required to consolidate such a new association. The associated Members at present number 38, representing university sport nationwide in their countries.

It was, however, at the General Assembly in Wroclaw in December 2005 that EUSA approved the programme presented by the new Executive Committee which will confirm and develop the role of the Association within Europe. At

the Wroclaw Assembly the following three main points were considered top priority objectives, among others:

1. *To stress and underline the role of Europe*

It is of paramount importance to redefine and highlight the fundamental role that Europe plays in the fields of culture, education and training of youth in sport, both in the eyes of FISU and in Europe's cultural and academic worlds.

The emphasis on, and development of, this aspect will empower Europe, and therefore EUSA and the associated NUSAs, with a specific social and political role which will allow it to compete with and dominate more affluent areas in the world - whose traditions and roots do not go as deep - particularly in the field of university sport.

The aim is, therefore, to make EUSA and its member Countries more and more capable of emerging as strong social and political entities, assertive leaders in the area of university sport, without fearing comparisons and confrontations.

On the other hand, recent years have witnessed a qualitative drop in terms of group presence in the venues and institutions concerned, though quantitatively the number of representatives from our geographical area in a variety of international university sport entities is large.

2. *To establish strong ties with European Political and Academic Organizations.*

The importance of creating solid relations with the European Union's political and governmental entities is so obvious that we needn't explain further. Each year, the European Union subsidizes the creation of dozens of projects in a variety of areas of activity carried out in Europe. EUSA is eligible for regular funding for several such projects, as are the countries affiliated with us. In this case EUSA's task should be that of informing and constantly updating the associated NUSAs on the accessibility of funds and by taking the steps necessary to allow them take part in remunerated projects.

It is clear how this process will be encouraged should EUSA be able to create and sustain constant relations with the European Authorities concerned and their offices.

The same can be said with regard to our relations with European Academic Institutions.

The fact that Universities, and not Countries, are the competitors in Championship competitions shows that the complex world in which our Universities exist, with its variety of models, must be analyzed, understood and led in such a way as to promote an increasingly strong European university sport community. This requires our collaboration with various organizations in the field of culture and education, and especially with Universities and their associations, such as, topping the list, the Conferences of Rectors of European Universities and parallel Associations.

Furthermore, EUSA should approach the European Olympic Committees in order to establish a partnership attending to the importance of the development of sport values in European Universities and Europe's youth community.

3. To create stronger ties with the NUSAs and their related Universities

Taking into consideration the variations in educational patterns in different countries, the current practice within the European academic world today, in an atmosphere of ever-growing independence on a management level, is for each University to practice self-government.

Hence the development of local, national and international relations, as well as research and fundraising outside the institutional world, the latter allowing money to be invested in the student population's social activities as well.

Autonomy, therefore, goes hand in hand with establishing relations with Government Bodies both local and national, raising funds wherever possible, and delegating to National Sport Associations, if present, the running of university sport on a national level.

EUSA must devote part of its efforts in each University to allocating European university sport a permanent role within the more generic University agenda, and within those areas of activity concerned with international exchanges and protocol.

This effort will make the difference between FISU's global activity and ours even clearer. FISU's task involves promoting and organizing university sport throughout the world, setting up events in which, not the Universities', but the Countries' delegations are represented, under the supervision of the NUSAs.

EUSA will therefore strengthen the means used to support and promote relations between NUSAs and Universities by working alongside, if not replacing at times, with their approval, those Associations which for a variety of reasons have not yet been able to overcome the obstacles which hinder student participation in sport on a European level.

One of the first steps in this direction was the decision of the EUSA Executive Committee to name our Championships "European Universities Championships" instead of "European University Championships", a promotional approach instead of the traditional one, given that the Universities are at the heart of our action

Therefore the University, as an autonomous entity, by collaborating with NUSA and its local affiliates can become one of the main protagonists in the process of European integration and in this way can also further its role as a member of this cultural partnership. Furthermore, without a good grasp of the formative values inherent in sporting activity and their fundamental importance to the development and support it represents for individual Universities, university sports could become merely a simple, albeit a socially useful and healthy, exercise. For this reason EUSA calls

on university chancellors, known to be firm supporters of our initiative, to demonstrate their wish to further the development of our Universities, Countries, and Continent. Contributing towards sports not only means a better life for all of us, but most importantly for our young students. They are our most important investment in making the world a better one.

ZGODOVINA, ORGANIZACIJA IN FINANCIRANJE EVROPSKEGA UNIVERZITETNEGA ŠPORTA – VLOGA EUSA

Nekatera pomembna gibanja združenj univerzitetnega športa so nastala in se razvila v Evropi. Različnim športnim združenjem so predlagala vodila, ki naj jih upoštevajo. Eno izmed najstarejših evropskih združenj je NUSA (National University Sport Associations), ki ga najdemo v Češki republiki, na Finskem, v Italiji, na Poljskem, v Nemčiji in na Švedskem.

Rojstvo EUSA (European University Sport Association)

Združenje CESCUC je bilo ustanovljeno na konferenci v Kapriju v zgodnjih osemdesetih letih. Žal CESCUC ni dolgo živel, ohranila pa se je njegova izvorna ideja o povezovanju evropskih nacionalnih športnih združenj v enotno združenje. Tako je do leta 1999 FISUC predstavljal mednarodne športne aktivnosti, takrat pa je 25 držav na Dunaju ustanovilo EUSA – danes ima 34 članic.

EUSA se razlikuje od FISUC po tehnični in strukturni organiziranosti, in sicer tako, da jo najprej in predvsem zanimajo športne aktivnosti univerze. Na Splošni skupščini v Wrocławu (december 2005) je EUSA sprejela program, ki bo razvijal vlogo združenja v Evropi s pomočjo (1) poudarjanja vloge Evrope, (2) močnih povezav z evropskimi političnimi in akademskimi organizacijami in (3) povezovanja z NUSA in univerzami, ki so z njimi povezane. To pomeni, (1) da bodo imeli Evropa, EUSA in NUSA posebno družbeno in politično vlogo na področju univerzitetnega športa; (2) najpomembnejša naloga EUSA je informiranje in nenehno posodabljanje združenih NUSA, da bodo imele lažji dostop do skladov – zelo pomembno je sodelovanje z različnimi organizacijami na področju kulture in izobraževanja, posebej pa z univerzami in njihovimi združenji, med katerimi so najvišje na seznamu rektorske konference evropskih univerz in druga združenja; (3) trenutno večina univerz skrbi samo za razvoj športa pri sebi, zato jih mora EUSA prepričati, da univerzitetni šport potrebuje premišljeno povezovanje na meduniverzitetni ravni.

EUSA bo podpirala in promovirala sodelovanje med NUSA in univerzami, zato je Izvršilni svet EUSA poimenoval svoje prvenstvo *Evropsko univerzitetno prvenstvo*.

Mr. Alberto Gualtieri
President,
European University Sports Association
Dunajska cesta 104
SI-1000 Ljubljana

QUALITY AND RANKING: IS THERE ANY CORRELATION?

Ferdinand Devínsky

Let us start with the words of Commissioner Duell from the U.S. Patent office who said in 1899: “Everything that can be invented has been invented.”¹ It’s clear that in technology and other areas of our life, this is not true. But sometimes we find some examples which seem to support this idea. Certainly the problem of quality of activities of universities is such a situation.

The issue of quality in any sense of this word, the problem of accreditation, evaluation and ranking, is as old as the universities themselves. I am not going to discuss ancient history, such as the Greek centers of learning or excellence, but will start with Bologna and medieval history which is much closer to us.

Accreditation of higher education institutions (HEIs) existed back then. The popes and monarchs had some expectations when they conferred legal recognition on universities, and their approval was subject to certain conditions.² What else is accreditation in a modern sense of the word but the award of the *litentia ubique docendi* by the *studia generalia* which were recognized by the pope? Or papal legitimacy of the universal validity of a university’s final examinations far beyond its own locality? Or granting the university, as an institution, responsibility for the conduct of courses of study and final examinations according to standards set by the pope or king?³

1 Charles H. Duell, Commissioner, U.S. Office of Patents, 1899

2 The popes were interested in the universities for three reasons: they wished to strengthen the position of a rationally intelligible doctrine; they were interested in strengthening the central role of the papacy; and they were interested in the recruitment of persons who could serve as staff for their offices. Kings expected from their universities intellectual and individual help in establishing and consolidating their governmental and administrative institutions.

3 Rüegg W. in *A History of the University in Europe*, Vol. 1 edited by H. de Ridder-Simons, Cambridge University Press, 1997, p 17.

In early times we can also see examples of student evaluations, especially at the so-called student universities (taking Bologna as a model representative). By no means were all teachers equally zealous in the prosecution of their duties. In Bologna, for example, a number of students made it their business to supervise the punctuality and adequacy of performance of teaching obligations of the professors, to watch over and denounce unsatisfactory teachers because they did not attend for teaching, “read” only a part of their program, dictated their courses, awarded degrees to unworthy candidates, etc.⁴ To prevent low quality of teaching, in Bologna, for example, where in the beginning the student *universitates* appointed the professors, they insisted on a prior deposit of security money by the professors as a guarantee for good teaching.

Ranking was also not an unknown issue. Let us mention a part of the Statute of Charles University in Prague passed in 1367 providing that: “students who dictated books to their fellow-students were to dictate only works compiled by masters from the illustrious universities of Prague, Paris and Oxford.”⁵ No any other university was mentioned (ranked) as the best.

In medieval times the *academic pilgrimage* was a common institution. Until the seventeenth century all universities taught in Latin, which was the *lingua franca* of the academic world, so curricula and degrees were the same and there was no problem in starting studies at one university and continuing at another, or several others. The statistics available for this period suggest that roughly 25% of all students were – using today’s terminology – international students.⁶ The main reasons for choosing foreign study were as follows: the discipline taught and the renown of the university (especially in medicine and civil law); only after those came geographical reasons of proximity and easy access, the economic ties of commercial links between towns and regions, and political attractions (scholar-

4 Bellomo M., Saggio sull’università nell’età del diritto comune, Catania, 1979, p. 208 (in Verger J., in *A History of the University in Europe*, Vol. 1 edited by H. de Ridder-Simoens, Cambridge University Press, 1997, p 156.

5 Young R. F., Bohemian Scholars and Students at the English Universities from 1347 to 1750, *English Historical Review* 38, p.72 (1923) in: de Ridder – Simoens H. in *A History of the University in Europe*, Vol. 1 edited by H. de Ridder-Simoens, Cambridge University Press, 1997, p 293.

6 Wuttig S., Bologna und die grenzenlose Mobilität in Europa, in *Hochschule entwickeln, Qualität managen: Studierende als (Mittel)punkt*, HRK, Bonn, 2005, p. 141.

ships offered by the university, and political and dynastic relations).⁷ Even in those times, however, the best ranked universities were the oldest and the biggest, as Usher says: “Certain institutions repeatedly come at the top of the heap. ‘Top universities’ are almost always going to come out as top universities.”⁸

Now we can skip the history and rejoin to our present reality. Since 1999, the European Higher Education Area (EHEA) has been dominated by the Bologna Process. The report “Trends IV”⁹ published by the European University Association (EUA) clearly shows that the implementation of the goals of the Bologna Process in signatory countries has become an integral component of the strategic development of universities. Although in the Bologna Declaration¹⁰ not too much was said about quality and quality assurance, in the Prague Communiqué¹¹ ministers recognized the vital role that quality assurance systems play in ensuring high quality standards; however, they were speaking predominantly about sharing and disseminating best practices and as well as about how to “design scenarios for mutual acceptance of evaluation and accreditation/certification mechanisms.” Nevertheless, from that time the word quality and all other terms related to it became buzz-words in the EHEA. In fact, in Berlin¹², quality was recognized as the first and most important issue in EHEA, in the ministers’ words: “The quality of higher education has proven to be at the heart of the setting up of a European Higher Education Area.” They agreed that by 2005, national quality assurance systems should include:

- A definition of the responsibilities of the bodies and institutions involved.
- Evaluation of programs or institutions, including internal assessment, external

7 Some universities thrived for a time, not because they were famous as centers of high quality teaching, but for extraneous reasons, like the University of Avignon, mainly because the popes resided in Avignon (1309 – 1378) and the student-clerics hoped for a papal benefice.

8 Usher A., Savino M., *A World of Difference: A Global Survey of University League Tables, Methodology and Quality Standards of Rankings*, IREG, Berlin, 2006, p. 33.

9 Reichert S., Tauch Ch., *Trends IV: European Universities Implementing Bologna*, (K. Geddie and D. Crosier, eds.) EUA, Brussels, 2005.

10 *The European Higher Education Area, Joint Declaration of the European Ministers of Education*, Bologna, 19.06.1999.

11 *Towards the European Higher Education Area*, Prague, 19.05.2001.

12 *Realizing the European Higher Education Area*, Berlin, 19.09.2003.

review, participation of students and the publication of results.

- A system of accreditation, certification or comparable procedures.
- International participation, co-operation and networking.

At the European level, ministers call upon ENQA through its members, in co-operation with the EUA, EURASHE and ESIB, to develop an agreed set of standards, procedures and guidelines on quality assurance, and to explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies.

Finally, in Bergen¹³, they urged HEIs to continue their efforts to enhance the quality of their activities through the systematic introduction of internal mechanisms and their direct correlation to external quality assurance. Moreover, they stressed that they would look for progress in “implementation of the standards and guidelines for quality assurance as proposed in the ENQA report.”¹⁴ It seems clear that developing and enhancing the quality of higher education is more important than assuring this quality. This is the most crucial step which has to be taken in order to make the EHEA a worthy competitor in the global world of HE.

Quality assurance in higher education is by no means only a European concern. All over the world there is an increasing interest in quality and standards, reflecting both the rapid growth of higher education (HE) and its cost to the public and the private purse. Moreover, HE really is a big business. And the mobility of students (at present, about 2 million students worldwide study outside of their home countries, a number that a recent study suggests will increase to 8 million by 2025)¹⁵ gives this business a new and interesting dimension. Now the goals are set, but how to reach them?

The ENQA report says that the term “quality assurance” includes processes such as evaluation, accreditation and audit. Many mistakes, tensions and misunderstandings come from differently understood definitions. Quality is not a one-dimensional matter; on the contrary, it is a complicated issue, indeed often a very emotional process, especially in teaching; therefore, any simplification is very dangerous.

13 *The European Higher Education Area – Achieving the Goals*, Bergen, 19.-20.05.2005.

14 *European Association for Quality Assurance in Higher Education, Standards and Guidelines for Quality Assurance in the European Higher Education Area*, Helsinki, 2005.

15 Altbach Ph. G., Higher Education Crosses Borders, *Change March* – April, 2004.

Let us see how the *Oxford Advanced Learner's Dictionary* and the *Webster's New World Dictionary*¹⁶ clarify the problem (from the point of view of HEIs in EHEA):

Quality – the standard of something when it is compared to other things like it; how good or bad something is; a feature of something, especially one that makes it different from something else; the degree of excellence which a thing possesses; excellence, superiority

Quality assurance - the practice of managing the way goods are produced or services are provided to make sure they are kept at a high standard

Accreditation – official approval given by an organization stating that somebody/something has achieved a required standard

Evaluation – to form an opinion of the amount, value or quality of something after thinking about it carefully; assess; appraise

Audit – an official examination of the quality or standard of something; any thorough examination and evaluation of a problem

Ranking – the position of somebody/something on a scale that shows how good or important they are in relation to other similar people or things; a relative position, usually in a scale classifying persons or things

Rating – a measurement of how good, popular, important, etc. somebody/something is, especially in relation to other people or things; a placement in a certain rank or class; estimation of the value, worth, strength, capacity, etc.; appraisal

Even from this short linguistic overview it might be clear that some of the meanings of the above terms overlap; nevertheless, the division line can be drawn quite clearly. Moreover, all have something in common: striving for describing, determining, examining, estimating, assessing, and controlling the quality of processes (teaching, learning, research, management, etc.) in some way.

¹⁶ *Oxford Advanced Learner's Dictionary* 7th Ed, Sally Wehmeier (ed), Oxford University Press, Oxford, 2005. *Webster's New World Dictionary*, 2nd Ed, David B. Grubalnik (ed), Simon and Schuster, New York, 1984.

In short: **Accreditation** is a formal, published statement regarding the quality of an institution or program, following a cyclical evaluation based on agreed standards.¹⁷ Accreditation serves to assure quality in teaching, learning,¹⁸ research and management by certifying that the institution meets some minimum standards set or required by the accrediting agency. Very often it is the government which sets the criteria because the government guarantees the overall quality of the diplomas. Therefore the result is a judgment which can say simply: yes or no. The program, department, or institution can only be accredited or not accredited – nothing in between. There is nothing like a “partial accreditation.” Universities have to cooperate with the agency and deliver required data and materials. This type of quality assurance is not very motivating because it is just enough to achieve some minimum standards.

Evaluation is mostly externally (but it can also be performed internally) driven peer review of internal quality assurance, assessment, and improvement systems. Unlike assessment, it does not evaluate quality: it focuses on the processes that are believed to produce quality and the methods by which academics assure themselves that quality has been attained. Unlike accreditation, it does not determine whether an institution or a program meets any threshold quality criteria and, therefore, certifies to the public the existence of minimum educational standards. It does not address academic standards, or determine the quality of teaching and learning outcomes, but it appraises how an institution satisfies itself that its chosen standards are being met.^{19, 20} The aim of evaluation (e.g. in the EUA Institutional Evaluation program)²¹ is to offer universities an external view that takes into account their external and internal environment. It evaluates current conceptions of strategies and activities and promotes internal quality in universities. Therefore the result is a recommendation and never a judgment or comparison with others. The

17 CRE (now EUA) definition. In Scheele K., *License to Kill: About accreditation issues and James Bond, Address to F. Leeuw*, 2003.

18 Gaethgens P., *2004-2005 Annual Report of HRK*, HRK Bonn, 2005.

19 Dill D. in Hoffman S., *10 years on: Lessons Learned from the Institutional Evaluation Programme*, EUA, Brussels, 2005.

20 Dill, D., Soo, M., Academic quality, league tables, and public policy: A cross-national analysis of university ranking systems. *Higher Education*, 49, 2005. pp. 495-533.

21 www.eua.org.

characteristic feature of this approach is the consideration that the university is more than just the sum of its parts. Therefore, evaluation looks at the university as a whole, rather than in terms of its constituent parts. The institutional evaluation process can be encapsulated in a “fitness for purpose” formula. The universities must cooperate by preparing a self-evaluation report which is the key and central document for the whole evaluation. The process is self-imposed and generally, to be evaluated depends very much on the enlightenment of the leadership of the university. It is a friendly and not frightening method of quality development.

The methods for following, judging, officiating, measuring, and assessing quality are different. One of the methods is **ranking** of institutions according to some chosen criteria. (University) Rankings are lists of certain groupings of institutions (usually, but not always within a single national jurisdiction), comparatively ranked according to a common set of indicators in descending order. University rankings are usually presented in the format of a “league table.”²²

The world seems to be obsessed with rankings in every walk of life. Countries are ranked for their performance in every possible domain, from the Olympics to the quality of life. Even Mozart’s musical pieces are being ranked as the planet celebrates the 250th anniversary of his birth. It is not surprising then, that in today’s world of tertiary education, which is characterized by increased global competition for students, the number of league tables of universities has grown rapidly in recent years, as governments and the public at large are ever more preoccupied with the relative performance of tertiary education institutions and getting the best perceived value as consumers of education.²³

Just as scarcity, prestige, and having access to “the best” increasingly mark the purchase of goods such as cars, handbags, and blue jeans, so, too, are the consumers of tertiary education looking for indicators that enhance their capacity to know and access the best in tertiary education.

22 Usher A., Savino M., loc. cit. p. 5.

23 Salmi J., Saroyan A., *League Tables as Policy Instruments: the Political Economy of Accountability in Tertiary Education*, IREG, Berlin, 2006, p. 27.

As already mentioned, the history of ranking of universities goes back to the Middle Ages. Modern ranking history begins, however, in 1870, when the Commission of the US Bureau of Education began publishing an annual report of statistical data classifying institutions. In 1963, the faculty and administration at the University of California in Berkeley objected strongly when the campus radical student newspaper, *Cal Reporter*, took the initiative to publish student evaluations of their courses and professors.²⁴ However, only when the media took the lead in publishing rankings of universities, such as the *Fiske Guide to Colleges*, 1982, and especially *US News and World Report* in 1983, did the rankings start to pervade our HE scenes not only under the influence of individualization of our lives and societies, but also as a result of an increasing interest in quality.

20 years later, the UNESCO-CEPES convened in Warsaw in June 2002 at the first-ever roundtable discussion on “Statistical Indicators for Quality Assessment of Higher/Tertiary Education Institutions – Ranking and League Tables Methodologies” (the second meeting was held in Leiden in February 2006). Just recently, the international group of experts in ranking (IREG) met at their second meeting in Berlin, adopting the Berlin Principles on Ranking of Higher Education Institutions.²⁵

Today, there are numerous agencies interested in the ranking of HEIs. Using the Internet we can soon find more than 500 links to different agencies, media, and institutions interested in the ranking of HEIs. The best known and most relevant, however, are the printed media like the *USNWR*, *The Times*, *The Times Higher Education Supplement*, *Sunday Times*, *Financial Times*, *Guardian*, *McLeans*, *Asahi Shimbun*, *Asia Report* (now defunct), *Der Spiegel*, *Perspektyw*, and *Wprost* – just to name a few. It is understandable that the private printed media prevail. If we would like to communicate the results to the general public, there is no better tool than TV and news because they are independent of the ranked institutions and are also financially autonomous.

24 SLATE: Organizational History, page 4. Retrieved from <http://www.slatearchives.org/orghist.htm>, on 10th August 2006. See also e.g www.ratemyprofessor.com.

25 *The Berlin Principles on Ranking of Higher Education*, CEPES, CHE, IHEP, Berlin, 2006.

The most important questions are: why to rank, who is the audience, whom to rank, what constitutes the ranking process, and what are the outcomes of ranking? Before we try to answer some of these questions, let me present just a short statement which the opponents of ranking are not eager to acknowledge: accreditation and ranking have a great deal in common from a technical point of view; however, these two procedures are quite different from a “political” point of view. “All accredited institutions are equal simply because they are accredited. All ranked schools are different because they have been ranked.”²⁶

Ranking should be regarded primarily as a source of information not only for the general public, applicants for HE study, and their families, but also for the managers of universities, as well as for employers and governments. It should provide some transparency in the “University jungle”. For example, in Slovakia, universities offer more than 3,400 programs, plus some 200 Ph.D. degree programs. This is really a jungle of programs.

A motive for ranking is also the wish to have an impact on quality, primarily because ranking has the effect of promoting competition.

Governments are redistributing huge amounts of money for different HEIs. However, governments very often do not have any feedback on the quality of institutions except their own statements that sometimes might be not very objective and informative. And employers could be interested in the quality of institutions, because the quality of graduates may be in direct relationship to the quality of the institution.

The ranking processes vary considerably according to the system or approach being used. They generally include a logical set of elements. The first element is the collection of data. All the data must come from publicly accessible sources, from officially published materials and official reports to the general public (including the Web of Knowledge). The second step is selecting the type and quantity of variables. It is important to keep in mind that transparency is essential to the success of any ranking system. Thus, the openness of the process in terms of how and why the indicators were chosen, the approach

26 Filinov N. B., Ruchkina S., *HE in Europe*, 27, 408 (2002).

taken to present this information in ranked format, and access to the original data should always be maintained. Moreover, the indicators should be allowed to change.

Each indicator has its strengths and weaknesses that should be kept in mind when determining the appropriateness of its use.

It must be stated that HEIs do not like ranking for many reasons. I think that the main reason is that nobody wants to be the last. Everyone wants to be the first or belong to the “top ten”. Another reservation may be that it is difficult to rank universities as one entity, because a high overall rank could conceal a weak school or department and vice versa. Therefore it is important to rank clusters of schools or even study fields or programs. The cluster approach could use different schemes of classification of universities or programs, such as the Frascati manual, or Carnegie classification. Of course, anyone can do their own ranking from the data and results provided, as long as all the data and indicators are published.

Ranking should be taken as a mirror showing that the situation – according to chosen indicators – is like that and that. The crucial point is that the results must ALWAYS be taken in the light of the indicators used by the agency or media. And because no agreement exists in the world about common indicators, all rankings are unique and different, just like universities. However, in May 2006 in Berlin, the “ranking gurus” – David Jobbins from THES (UK), Tetsuo Kobayashi from Asahi Shimbun (Japan), Nian Cai Liu from Shanghai (China), Jamie Merisotis from the Institute for Higher Education Policy (USA), Robert J. Morse from USNWR (USA), Detlef Müller-Bölling from CHE (Germany), Jan Sadlak from UNESCO-CEPES (Romania), Jamil Salmi from the World Bank (USA), Waldemar Siwinski from Perspectives (Poland), Alexander Usher from the Education Policy Institution (Canada), as well as other 35 experts from all over the world – agreed on the following 16 principles divided in 4 groups concerning rankings and league tables:

A) Purposes and Goals of Rankings:

- Be one of a number of diverse approaches to the assessment of higher education inputs, processes, and outputs.

- Be clear about their purpose and their target groups.
- Recognize the diversity of institutions and take the different missions and goals of institutions into account.
- Provide clarity about the range of information sources for rankings and the messages each source generates.
- Specify the linguistic, cultural, economic, and historical contexts of the educational systems being ranked.

B) Design and Weighting of Indicators

- Be transparent regarding the methodology used for creating the rankings.
- Choose indicators according to their relevance and validity.
- Measure outcomes in preference to inputs whenever possible.
- Make the weights assigned to different indicators (if used) prominent and limit changes to them.

C) Collection and Processing of Data

- Pay due attention to ethical standards and the good practice recommendations articulated in these Principles.
- Use audited and verifiable data whenever possible.
- Include data that are collected with proper procedures for scientific data collection.
- Apply measures of quality assurance to ranking processes themselves.
- Apply organizational measures that enhance the credibility of rankings.

D) Presentation of Ranking Results

- Provide consumers with a clear understanding of all of the factors used to develop a ranking, and offer them a choice in how rankings are displayed.

- Be compiled in a way that eliminates or reduces errors in original data, and be organized and published in a way that errors and faults can be corrected.

This is very close to what Salmi and Saroyan recommend:²⁷

- Be clear about what the ranking actually measures.
- Use a range of indicators and multiple measures rather than a single, weighted ranking.
- Compare similar programs or institutions.
- At the institutional level, use rankings for strategic planning and quality improvement purposes.
- At the government level, use rankings to stimulate a culture of quality.
- Use rankings as one of the instruments available to inform students, families and employers and fuel public debates.

So it is clear that the choice of indicators rests on those doing the ranking. Consequently, while certain normative views of academic quality exist, the set of indicators used will vary according to the opinion of the person or group doing the ranking. It is also clear that different target groups (applicants, employers, parents, HEIs, etc.) will be interested in different indicators and will “weigh” them differently. Therefore ranking can not satisfy all the interested parties; nevertheless, we have to find the right balance.

Maybe this is the reason that opponents question every element of ranking, from the very principle of participating in an exercise seen as a typical product of an “Anglo-Saxon” culture obsessed with competitiveness or as an intolerable infringement on universities’ independence, to a systematic criticism of flawed methodologies, including the conceptual design of the surveys, the choice of indicators, the relative weight (if any) attached to each indicator and the data bases on which the rankings are done. The results are often dismissed as irrelevant or wrong. In many, if not most cases, the criticism has come from institutions dissatisfied with their position in the rankings. Ironi-

²⁷ Salmi J., Saroyan A., loc. cit. p. 28

cally, universities with good results increasingly use ranking as advertisement arguments, especially those trying to attract overseas students.

The expansion of league tables and ranking exercises has not gone unnoticed by the various stakeholders and the reaction they elicit is rarely benign. Such rankings are often dismissed by their numerous opponents, are boycotted by some universities who are angry about the results, and are used by political opponents as a convenient way to criticize governments. One thing they do not do is to leave people unmoved.

Let us come back to the title of the presentation. Is there any correlation between quality and ranking? Or in other words: do rankings have any impact on quality? Let some examples speak instead of me: In September 2005, after the league table published by the *Times Higher Education Supplement* showed Malaysia's top two universities slipping by almost 100 places compared with the previous year, the leader of the opposition called for a Royal Commission of Inquiry, notwithstanding the fact that the dramatic decline was partly due to a change in the ranking methodology.²⁸ Another good example is the debate that started in France when the Shanghai Jiao Tong world rankings were published for the first time. After observing that the best French university was ranked 65th, the daily paper *Le Monde* ran an article on January 24, 2004 entitled "The Great Misery of French Universities." Surprisingly, none of the university presidents or union leaders interviewed criticized either the principle of calculating a ranking or the methodology of the *SJTU* ranking. Instead, they focused on the problems facing their institutions, looking especially at the lack of budgetary resources as one of the main explanations for the demise of the French university system. A few months later, one of the country's leading education economists, François Orivel, wrote a good article analyzing the reasons why French universities are not internationally competitive.²⁹

28 The drop in Malaya University's standing from the 2004 ranking can be in part attributed to extremely low scores obtained on two indicators: citations per faculty and recruiter review. "Recruiter review" is a new indicator introduced in the 2005 ranking which reflects the opinion of employers about the quality of graduates.

29 Orivel, F., "Pourquoi les universités françaises sont-elles si mal classées dans les palmarès internationaux?", Dijon: *Notes de l'IREDU*, May 2004.

It is very interesting to read two excerpts from the minutes of Senate and Board of Governors meetings of two Canadian universities which illustrate well the extent to which rankings are deemed important and ways in which the highest academic bodies seek to respond to them.³⁰

Another good example is the frequently heard goal of competing for a position in the rankings, for example, the strategic plans of the university stating that one of the university's main targets is to have a place among the best 500 in the Shanghai ranking in 5 years.

So it seems to work. At least, any time rankings are published they set off a lively public discussion³¹ concerning the critical issues affecting the tertiary education system that are often otherwise ignored, either for a lack of a broader perspective, or out of reluctance to challenge the established practices or vested interests.³²

As already mentioned, universities generally do not like rankings. The best of them are quite indifferent and their enthusiasm about ranking is lukewarm. The others argue about everything related to ranking. This is not a surprise. No one wants to be last. But this is also the problem of the "rankers" because, to paraphrase Alan Ryan, warden of New College, Oxford, "Picking the very best isn't hard. Drawing a line between the last best and the best last is the nightmare."

Ranking is similar to democracy: "Just as democracy, according to Winston Churchill, is the worst form of government except for all others, so quality rankings are the worst device for comparing quality of colleges and universities, except for all the others."³³

30 Salmi J., Saroyan A., loc. cit. p. 23, http://www.laurentian.ca/president/governors/minutes_e.php?id=204 http://www.sfu.ca/Senate/archives-Senate/SenateMinutes97/Sum_1297.html.

31 www.arra.sk.

32 Salmi J., Saroyan A., loc. cit. p. 25.

33 Webster, D.S., *Academic Quality Rankings of American Colleges and Universities*, Springfield, CH. C. Thomas, p. 6, 1986.

Nevertheless, if we understand correlation as a mutual relationship or connection³⁴ between two or more phenomena or as a connection between two things in which one thing changes as the other does,³⁵ then we may say that quality and ranking are in fact related phenomena.

Rankings and league tables play a useful role. They focus on key aspects of academic achievement and may influence policymakers who might otherwise be content to slash budgets and maintain meritocracy. They may stimulate the academic community to strive to improve quality and encourage competition and productivity. Rankings are benchmarks of excellence for the public. They help to mark differences between academic institutions and in this way help lead to differentiated goals and missions in academic systems. In the competitive and market/oriented academic world of the 21st century, rankings are inevitable and probably necessary.³⁶ These are the words of Professor Philip Altbach, who is certainly not very enthusiastic about rankings. Whether we like it or not, rankings and league tables of HEIs will stay with us for a relatively long time.

Higher education will become increasingly important for aspirations of nations, their citizens, and the global community. Taking actions to improve and develop the ability to understand and to measure the elements of quality in HE **using any available method** will be very beneficial for these aspirations. Just remember Bill Gates, who said: “640K ought to be enough for anybody.” That was in 1981.

34 *Webster's New World Dictionary*, loc. cit.

35 *Oxford Advanced Learner's Dictionary*, loc. cit.

36 Altbach Ph. G., *The Dilemmas of Ranking, International Higher Education*, 42, p. 2 (2006).

KAKOVOST IN RAZVRŠČANJE – ALI MED NJIMA OBSTAJA MEDSEBOJNA ODVISNOST?

Za (evropski) univerzitetni prostor je pomembno ugotavljati in nenehno preverjati pomen in koristnost javnega obveščanja, predvsem razvrščanje univerz na primerljivih lestvicah (in podobni načini razvrščanja), ki upoštevajo predvsem merjenje in primerjanje visokošolskih izobraževalnih institucij.

Poznati moramo primerjave v preteklosti (zgodovinski pregled), predvsem načine zagotavljanja kakovosti na srednjeveških univerzah. Na ta način lažje določimo različne tipe metodologij, ki zagotavljajo kakovost – zanimivo je, kako razvrščanje univerz vpliva na zagotavljanje kakovosti na posameznih visokošolskih institucijah, oz. kako se le-te odzivajo na objavljene lestvice.

Dogovorjena načela za razvrščanje univerz znotraj t. i. International Ranking Expert Group (IREG) so bila predstavljena maja 2006 v Berlinu.

Prof. Dr. Ferdinand Devinsky
Former President,
Danube Rectors' Conference
Former Rector,
Comenius University
Kancelária Národnej rady SR
Námestie A. Dubčeka 1
SK - 812 80 Bratislava

EUROPE'S UNIVERSITIES IN THE LISBON STRATEGY – POTENTIAL AND CHALLENGES

Janez Potočnik

Firstly, many thanks for your invitation to speak here today. It is a welcome way of discussing an issue that is close to my heart, in a region that is close to my home.

I want to start my address with a story. It's about two young Ph.D. students who didn't particularly like each other. But while still at university, they realised they had similar ideas. They ended up working together on a new small Internet search engine, called BackRub. It worked in a different way to existing search engines. It offered search results featuring web pages with the most links from other relevant websites.

The students tested their thesis as part of their studies. They even used their university's website to host their search engine. Eventually they decided to register a new name. The year was 1997, the new name was Google, and the students were Page and Brin, Google's inventors.

And, as we all now know, the rest is history.

Google now has a market value of around 115 billion dollars. It has 8,000 employees around the globe. And "to google" is now a verb in the Oxford English Dictionary. That has all taken place in less than 10 years.

The Lisbon strategy also aimed to make a major difference within 10 years. It was to make the EU the world's most competitive economy by 2010. You don't need me to tell you that we have not done as well as the Google boys.

But there are similarities in the goals of both stories: exploiting knowledge, turning it into a business idea, and becoming leaders in competitiveness and enterprise. Universities play a key role in both.

The Lisbon strategy may not be on course to hit its original targets as fast as we would have wanted. But it can still make a big difference. Much of its

strategy focuses on what Europe can and should do best. And that means:

- fostering excellent research,
- encouraging high standards of education and
- making room for creativity and innovation.

But this issue goes beyond Lisbon. Universities and research will help shape the future of the EU. These are not just my words. They were used by Europe's leaders at the Hampton Court European Council in October 2005.

Following that meeting, the European Commission set up an independent expert group headed by former Finnish Prime Minister Esko Aho. We asked it to report on how to create an innovative Europe. We wanted to know how to make the best use of the knowledge we have, especially from universities.

Allow me to quote briefly from the report. It says: "Europe is on average weak in translating innovation inputs, such as research and education, into innovation outputs, in particular new products, services and patents."

The report's next sentence reveals the price we will all pay if we don't react. "The current trends lead us [the EU] to a position outside the world's top economic powers by 2030."

So what can universities do to react?

One area where we need major improvement is strengthening the relationship between universities and industry.

Universities are important generators of knowledge. But like any generator, they require a grid to supply users. A closer university/business relationship could build that grid.

Universities need to open up to the business community and to respond to market demands. This means being open to approaches that cross disciplines, or combine them in different ways.

Partnerships need to be real and lasting. We know that this presents difficulties. A recent public consultation by the Commission on knowledge transfer highlighted this.

Some 72% of respondents to the consultation said that cooperation between a public research organisation (such as a university) and an industrial partner was either “difficult or very difficult.” This applied even when both parties came from the same country.

I expect this sounds familiar to many of you, especially as nearly half of the consultation's responses came from universities...

How can these difficulties be overcome?

- An obvious way to create better links is for students and doctorate holders to spend time in an appropriate industrial setting. That's why we are encouraging an increase in this type of mobility.
- We are also continuing to work with public authorities to break down barriers between them and the business community. Concretely, this means looking at issues such as guaranteeing full portability of pension rights. We want to tackle the obstacles to professional, international, or inter-sectoral mobility.
- Better innovation means better structured relationships, such as science parks or on-campus businesses. The cluster approach has been successful in many Member States. For example, Cambridge University has shown how business and universities both benefit when businesses cluster around a centre of educational and research excellence.
- Better innovation also means more integration within courses. Entrepreneurship should be encouraged among students and researchers. They need training, not just in research techniques, but also in issues that impact on using their research, for example, intellectual property management, networking, and communication.
- And better links with business can also help universities find sources of financing to help cover funding gaps.

These are just a few examples of the forward-looking ideas that we addressed in a Communication that the Commission presented earlier this year. Our aim is to start a debate about what we want and need from universities and how we can achieve that.

The Communication covers all activities of Europe's universities, from their delivery of education and their research activities through to their potential as drivers of innovation.

It analyses the challenges which universities – and the Ministries responsible for them – must address.

Throughout Europe, universities are highly valued by their respective ministries. However, at the same time public authorities tend to over-regulate them and to impose a certain degree of uniformity on them.

This pressure for uniformity has led to a good average performance overall, but it has also increased fragmentation of the higher education sector into mostly small national systems and sub-systems.

Research should remain a key task of the university systems as a whole, but we should recognise universities' diversity.

They do not all need:

- the same balance between education and research,
- the same approach to research and research training, or
- the same mix of services and academic disciplines.

The way to carry out research is also changing. Universities' research environments are more competitive, globalised and require greater interaction.

Universities are at the intersection of three policy fields which are vital to Europe's ability to meet the ambitious Lisbon goals: education, research, and innovation.

Bringing together these three is a challenge, so to complement the efforts of our universities, we are proposing a European Institute of Technology. The EIT would be a kind of network organisation, based on the excellence that already exists in Europe. A set of Knowledge Communities, where universities, research centres and business work in close partnership, would be at the forefront of scientific education, research and innovation.

But it is, of course, not the EIT alone which will bridge Europe's deficit in

these areas. It will only succeed if it becomes a model for the change and modernisation I have been speaking about.

We simply can't make a transition to a knowledge-based society without universities. But to do so, in-depth restructuring, redeployment and modernisation is needed. Otherwise, Europe will lose out in the global competition in education, research, and innovation.

Universities need to introduce profound changes, but they cannot do it all themselves. They need support at all levels for the necessary strategic choices to be made and implemented. Only then will they be able to make their full contribution to Europe's ambitious social and economic goals.

And hopefully, in 10 year's time the future EU Research Commissioner will start his speeches in a different way. Maybe he will be telling the story of European students, at a European university, setting up a European business that grew to be as successful as Google. That is my dream and, if we all work together, we can achieve it.

EVROPSKE UNIVERZE V LUČI LIZBONSKE STRATEGIJE - MOŽNOSTI IN IZZIVI

Uresničevanje Lizbonske strategije res ne poteka natančno po načrtovani časovnici, kljub temu pa njen pomen s tem ni nič manjši ali celo vprašljiv.

Lizbonska strategija določa usmeritve, po katerih deluje Evropa. Natančno določa njene potrebe, spodbuja odličnost na področju raziskovalne dejavnosti, podpira visoko zastavljene standarde na področju izobraževanja in vzpostavlja prostor in pogoje za ustvarjalnost in inovativnost. Univerze se morajo prilagoditi potrebam gospodarstva in postati odprte za nove pristope, ki medsebojno povezujejo različne discipline.

Univerze združujejo tri najpomembnejša področja, ki odločilno vplivajo na uresničevanje lizbonskih ciljev – izobraževanje, raziskovanje in inovacije. Njihovo povezovanje in združevanje je velik izziv, ki ga bodo univerze uspešno rešile le, če bodo imele najširšo pomoč in razumevanje okolja in družbe, v kateri delujejo.

Dr. Janez Potočnik
European Commissioner for Science and Research
European Commission
B-1049 Brussels
Belgium

Part 2

THE ROLE OF THE DANUBE UNIVERSITIES IN THE EUROPEAN RESEARCH AND HIGHER EDUCATION AREA

Zoltán Abádi-Nagy

The task that confronts Work Group 1 today is staggering, but the topic of discussion assigned to us is well-designed by the Danube Rectors' Conference (DRC) leadership.

The assignment is formidable because the two main fields in which universities operate (education and research) directly or indirectly entail almost everything from governance, budgeting, strategic planning, human resource management, change management through macrorelational contexts (regional, European, and global) to micro(!) relational contexts (social and industrial relations, knowledge-based economy and knowledge/learning society, knowledge transfer and marketization, Europeanization and internationalization).

But our task is also well-designed: the work-group title very clearly points to three domains in a way which also suggests how to deal with them. It encourages us to focus on the *interface* of these three realms. In other words, let us apply the method of triangulation: 1) the European Higher Education Area in general and the Bologna Process in particular, which – “Bologna” – by now also links¹ up with 2) the European Research Area in general and that, in turn, brings in the Lisbon/Gothenburg Agenda in particular; 3) 1 and 2 viewed from the DU's perspective, with special emphasis on DR competitiveness, as the main theme of the conference indicates. Actually, the European Higher Education and Research Areas (EHERA) are “converging” and the “synergies between the two processes” must be reinforced, EUA informs us² – something that our work-group title itself also indicates. That understood, *manageability* and *operativity* are the words to guide us the rest of the way in dealing with our discussion topic. I suggest that we try to reduce this multi-

1 Cf. “EUA Response to the EC Communication: ‘Science and technology, the key to Europe's future—Guidelines for future European Union policy to support research,’ (2004, II/6).

2 “EUA Statement on the Research Role of Europe's Universities,” (2004, II/3).

plicity to manageable proportions (but without being reductive) by concentrating on some major issues that can be located in the discursive space the method of triangulation makes available for us – and let us examine those issues always from the perspective of DR competitiveness.

Let me begin with our young people because they are our future. Doctoral education is one link between teaching and research as it is research training and distribution as well as a research-career issue. In Berlin it became part of the Bologna Process, so much so that EUA is preparing material on some of its crucial aspects for the 2006 Nice seminar and the 2007 Ministerial Conference.³ When the education-plus-research aspects of doctoral training are viewed from the third – DRC – angle of the triangle, it occurs to one to wonder: while paying attention to and contributing to the European-level developments of doctoral training, could DRC consider a competitiveness-related comprehensive issue and a simpler but important practical one? The first is two-pronged in itself: since training and retaining young scientists is a compatibility-driven absolute priority for EHERA, can DRC think over 1) the so-called Ph.D.-phenomenon, and possibly counteract the job crisis for DR Ph.D. graduates and 2) think of preventive measures as far as brain drain is concerned? The practical point is easier: can the DU's decide to serve as a big, priority pool of joint/external thesis directors and designated reviewers of dissertations? Creating and posting a profession-to-profession database of the qualified academic staff of DR doctoral schools (with links to home-university website CV's of those colleagues) would not present an insurmountable difficulty.

Is there a DRC strategy that DU's research should serve, by the way? Being a network of prestigious HE and R institutions for developing their own region – universities “fostering regional development” is one of the main objectives of EHERA as a matter of fact – may oblige DU's to think (besides lending continued support to already existing research cooperations): one step towards a “Europe of Knowledge” would be the “DR of Knowledge.” If so, has DRC already prepared the research profile of the DR in concrete and systematic terms? Do DU's have a joint, *regional* research mission statement?

3 Besides the EUA documents, cf. the Bartelse-Goedegebuure chapter on doctoral education in *From the Eye of the Storm – Higher Education's Changing Institution*. Ed. By Ben Jongbloed et al. CHEPS, 1999.

On that note, whatever the DRC response to DR and research in general, introducing *region-specific* research in particular offers itself as a logical DRC priority. The question arises: in what fields? Perhaps ecology, because we inhabit the same region, and our problems are similar for that reason? Economy, law, sociology, political science, because we are all in a postcommunist situation and have *shared* experience to deal with, *shared* reflexes to reprogram when coping with new situations? Could we ask ourselves today if these are some of the answers to the question: do we know what makes DR a region in the first place? Setting ourself the goal of DR-specific research could require 1) mapping what is already going on in this regard inside and outside our region; 2) putting DRC support behind such work; and 3) filling gaps in DR-specific research priority areas where our survey indicates nothing going yet. Such DRC research policy measures would also reap the extra benefit of turning national projects into transnational DR-cooperations, boosting inter-, transdisciplinarity⁴ and inter-sector mobility (regional and thereby European), as well as responding to one of the main factors behind the EHERA idea: European research is fragmented, so the EUA argument goes, and mobilizable resources are inadequate to produce ground-breaking results.

Do we want to address the paradoxical issue that whereas EUA-emphasis is, thank God, unwaveringly on *basic* research as one major role for universities, the stakeholders' immediate needs and our own empirical funding needs – even in the best moments of promoting university/industry relations – often subject universities to a pressure to go for *applied* research, while, as a matter of fact, industries often bring their own research teams to the scene and frustrate our intention to generate resources through marketing university research? Does the Bergen ministerial sideglance at the threat that the Bologna structural change may “detract from the effort to strengthen research and innovation”⁵ add to the timeliness of the issue? Or, *is* the “Science and Knowledge” session of the Budapest World Science Forum right in claiming that industry's role as “a mere funding contributor” is over, since “radical changes” occurred in the production and organization of scientific knowledge and in the social context of science”⁶?

4 Very much foregrounded by the second (2005) World Science Forum – Budapest (Knowledge, Ethics and Responsibility (“Summaries” 18).

5 “The European Higher Education Area – Achieving the Goals” (the *Bergen Communiqué*, 2005. III).

6 World Science Forum – Budapest, 2003: Knowledge and Society (“Summaries” 9).

I wonder if we want to talk about another paradox: while the European view is that “universities have a central role to play” in developing European knowledge society (“namely the production of knowledge, its transmission, its dissemination and its use in technical innovation”⁷), and UNESCO’s report on knowledge societies cautions about “reductions in public funding of research” in an age when the concern of industrial research “with short-term profitability” tends “to override the goals of public research,”⁸ our national governments often go by the old cliché that HE is insensitive to the needs of the economy, a financial burden socially, and has to be targeted whenever restrictions are the order of the day?

A *raison-d’être* question follows from all of this: is DRC a clearinghouse or an active agent in EHERA? The former is itself a great function to fulfill. However, if we add the latter, it will make sense to inquire into the matter of national mechanisms vs. DR mechanisms. There are national mechanisms in place, geared to serve national purposes and structured to cohere with EU policy lines and (e.g., funding) mechanisms. Could possible DR HERA mechanisms *facilitate* national/EU interaction by expanding the national to the regional level (from the DR-nations’ point of view) and breaking it down from the European to the regional level (from an EU perspective)? In what areas? Is Bologna-Process student mobility one of the many possibilities? An intensive drive for inside-DR mobility could be a good idea, because a smaller group of universities will trust each other’s credits sooner than all the universities throughout Europe will; and because it would also strengthen our students’ ties to our own region – a vital concern in retaining talent for us in particular and for EHERA in general.

And, with this, the culture-factor poses itself. Are we here at this Conference because we think DRC is one small, though important, concentric circle inside the bigger concentric circle called EUA, itself part of the biggest European one called EU? Or, we can, perhaps, claim (even foster?) a regional identity? If we can, culture has a big role to play in it. But would not such a cultural identity be a fiction, you may object? Are we not merely an ac-

7 EU’s *Response to the Communication from the Commission* (2003, II/5).

8 *UNESCO World Report: Towards Knowledge Societies*. 2005, 103.

cidental collection of Slovenian, Croatian and other cultures, and “Danube Region culture” as such is a fiction? But we all know that there is too much in common in our food, drinks, music, mentality and cultural reflexes to say that such conceptualization is a fiction. And where is the triangulation here? Simple: the cultural dimension of the nation and the region (culture meant here in the broadest sense) is part of the make-up of our newer and newer generations. Could this be our most important regional asset and recruiting strategy in attracting students for DR HERA mobility – multiculturalism, multilingualism, and a respect for each other’s language and culture? Do we want to design policies on how to turn our time-honoured and many-coloured cultures to our advantage regionally? This would be a powerful strategy to attract students to the region from inside and outside and also to gain and retain them for the region.

What I was trying to offer in my opening presentation were possible focal points to our discussion. You are welcome to introduce focal points other than these. All I ask is: please introduce topics that are relevant and important in terms of the triangulation and interfaces that our session title prescribes for us. Please do not “raise problems” for the sake of raising them. Raise them only if you see a way in which we can develop them meaningfully at this forum. European-level thinking has already moved beyond raising problems and has worked out recommendations regarding the biggest issues. My suggested topics of discussion are attempts to translate some of them into possible DR actions that could enhance our competitiveness in the DR. If we turn the work group into a mixed-salad rambling, no matter how exciting and committed, we will leave this session with the feeling that it was a waste of time. I am fully convinced that we are not here to let that happen.

VLOGA PODONAVSKIH UNIVERZ V EVROPSKEM RAZISKOVALNEM IN VISOKOŠOLSKEM PROSTORU

Tema delavnice zajema tri področja, ki zahtevajo metodo triangulacije: (1) evropski visokošolski prostor na splošno in posebej bolonjski proces, ki ga bolonja sedaj tudi povezuje z (2) evropskim raziskovalnim prostorom na splošno in ki obratno prinaša (3) Lizbonsko/Göteborgsko agendo. Našteta področja so predstavljena z vidika podonavskih univerz, in sicer s posebnim poudarkom na konkurenčnosti Podonavske regije.

Usposabljanje in zaposlovanje mladih znanstvenikov je absolutna prioriteta evropskega visokošolskega in raziskovalnega prostora. Podonavska rektorska konferenca lahko razmišlja o (1) t. i. pojavu doktorata (razmišljanje o zaposlovanju doktorandov v Podonavju) in (2) preventivnih ukrepih glede bega možganov. Oblikovali bi lahko skupno podatkovno bazo kvalificiranega akademskega kadra v Podonavju glede na različne poklice (s povezavo na spletno stran domače univerze in z življenjepisi doktorandov na univerzah v Podonavju, ki iščejo zaposlitev).

Podonavske univerze bi v okviru skupnega regionalnega poslanstva lahko ustanovile t. i. Podonavsko regijo znanja, ki bi utirala pot do Evrope znanja – pri tem bi posebej spodbujala *regijsko značilne* raziskave, ki bi lahko (v luči skupnega postkomunističnega položaja podonavskih univerz) potekale na področjih ekologije, gospodarstva, prava, sociologije in političnih ved. Cilji raziskovanj, značilnih za Podonavsko regijo, bi lahko bili naslednji: (1) ugotavljanje, kaj se glede tega že dogaja znotraj in zunaj naše regije, (2) podpiranje takega dela in (3) izpolnjevanje vrzeli na prioritetenih raziskovalnih področjih (za katera bi se izkazalo, da so zapostavljena). Cilji bi spodbujali naddisciplinarno sodelovanje, pospeševali bi interdisciplinarno, naddisciplinarno in meddejavnostno (regionalno in s tem evropsko) mobilnost.

Naše nacionalne vlade se pogosto ravna po starem vzorcu, ki prepozna visoko šolstvo kot nepomembno za gospodarstvo in kot socialno breme države, ki ga je potrebno obravnavati predvsem takrat, ko so na vrsti varčevalni ukrepi in krčenja. Moderni evropski pogled je diametralno nasproten – univerze

morajo imeti osrednjo vlogo pri razvoju evropske na znanju temelječe družbe; poročilo UNESCO (o na znanju temelječih družbah) pa pri tem opozarja na znižanje javnih financ za raziskovanje v obdobju, ko je glavna skrb industrijskega raziskovanja, da s kratkoročno profitabilnostjo premaga cilje javnega raziskovanja,

Ali bi lahko mehanizmi podonavskega visokošolskega in raziskovalnega prostora *poenostavili* medsebojno sodelovanje držav Evropske zveze, tako da bi širili nacionalno raven na regionalno (z vidika držav Podonavja) in prenašali evropsko raven na regionalno (z vidika Evropske zveze)? Prizadevanje za mobilnost v Podonavju bi tako usmeritev spodbudilo, saj je močnejše povezovanje edini pravi odgovor na t. i. beg možganov iz podonavskega in evropskega univerzitetnega in raziskovalnega prostora; to pa bi povečalo tudi regionalno identiteto.

Prof. Dr. Zoltan Abadi Nagy
Vice-Rector,
Kossuth University
Egyetem ter 1
HU - 4010 Debrecen

SCIENCE AT THE UNIVERSITY OF MARIBOR IN THE YEARS 1999-2006

Željko Knez

In the words of the European Commissioner for Science Philipp Bousquin, Europe should become the technologically most modern region in the world by 2010. This means that we must educate students and future graduates to recognize and be capable of tackling the challenges facing the Union that was joined by Slovenia on 1 May 2004.

“Quality of education and training and the dynamics and creativity of the young are one of the most important primary tasks of the European Union, since they represent the running force of European flourishing and cohesion,” said the former European Commissioner for Education and Culture, Viviane Redding.

In a knowledge based society, the kind of society that Slovenia is supposed to become, human resources and knowledge transfer to the economy are the fundamental motor of development and guarantee for competitiveness and economic success on the global markets. This is the priority task in the coming period, with special emphasis on active inclusion in the knowledge transfer market.

In its basic activities, education and research, the University of Maribor will contribute to human resource development for enhanced economic and cultural development in Slovenia and in the region; therefore, it must actively participate in the knowledge transfer market by means of the transfer of people as well as in scientific and professional achievements.

As Slovenia is a relatively small country with several universities, our universities must be at least equal to or even better than the European average, if they want to compete in the European Union. At the University of Maribor (UM), I see the possibilities of faster adaptation to European standards, mainly in organizational and structural changes enabling higher flexibility in activities within the university, and thus contributing to faster adaptation to the European Research Area.

The University of Maribor develops and facilitates qualitative research by professors, docents, assistants, young researchers and students, mainly in the areas of basic and applied research. Here, we depart from the notion that only the indivisible connection of education on the highest level and basic research guarantees the highest quality of the one and the other and their relevance in the national, as well as in the international, space. Scientific research is carried out at the faculties, institutes, laboratories and departments in the framework of projects financed by the state of Slovenia and by international funding. Several projects are running based on contracts between commercial interests and other international institutions. In the past several years, researchers at the University of Maribor have brought in an average income of 7.5 Million Euro annually through their research activities.

The results of this scientific research are visible in several fields of economic development: machinery, electronics, pharmaceuticals, textiles, energy, computer science and others. Scientific research also shows in the higher quality of the educational process, and in new study programs, mainly post-graduate. The teachers at the University of Maribor endeavor to transfer the newest outcomes of scientific research to the pedagogical process.

From figure 1 it is clear that the largest percentage of teachers at the University of Maribor (full professors, associated professors, docents, lectors, major lecturers, lecturers and higher educational teachers), as of 31.12.2005, were employed at the Faculty of Education.

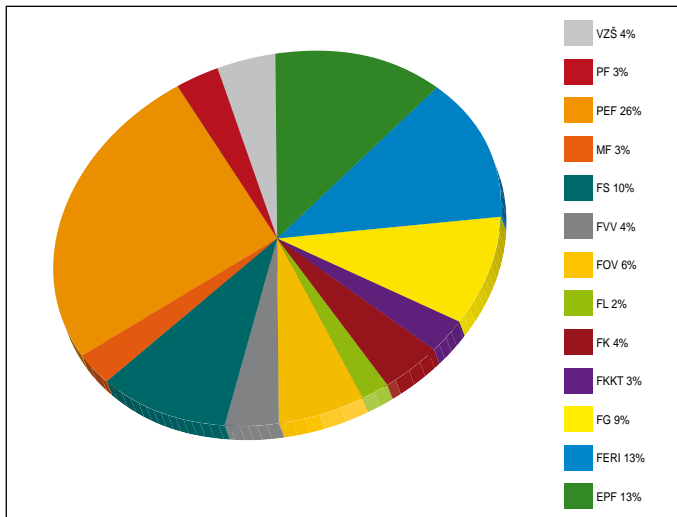


Figure 1: Share of teachers at the different faculties of the UM, on 31.12.2005.

Legend: FERF- Faculty of Electrical Engineering, Computer and Information Science; FG- Faculty of Civil Engineering; FKKT- Faculty of Chemistry and Chemical Engineering; FK- Faculty of Agriculture; FL- Faculty of Logistics; FOV- Faculty of Organizational Science; FVV- Faculty of Police and Security Sciences; FS- Faculty of Mechanical Engineering; MF- Faculty of Medicine; PEF- Faculty of Education, PF- Faculty of Law; VZŠ- University College of Nursing Studies; EPF- Faculty of Economics and Business.

Besides teachers of the University of Maribor, researchers and other research employees cooperate in scientific research.

The share of researchers and research employees (scientific advisor, scientific employee, independent professional employee, senior researcher with doctoral degree, young researcher with master's degree, independent researcher with master's degree, young researcher, researcher, senior researcher, independent researcher, laboratory employee (technical employee) at the faculties of the University of Maribor, on 31.12.2005, is shown in figure 2.

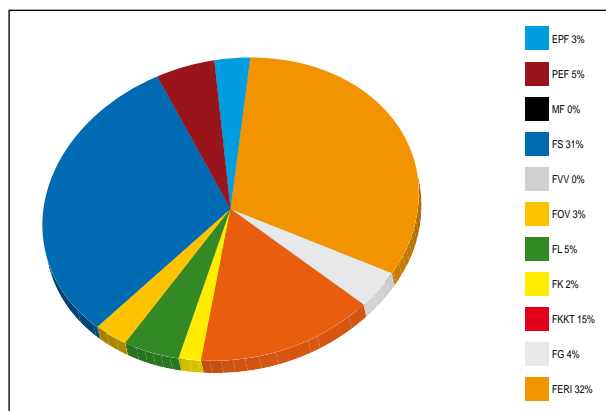


Figure 2: Percentage of researchers and research employees at faculties of the UM, on 31.12.2005.

Legend: FER1- Faculty of Electrical Engineering, Computer and Information Science; FG- Faculty of Civil Engineering; FKKT- Faculty of Chemistry and Chemical Engineering; FK- Faculty of Agriculture; FL- Faculty of Logistics; FOV- Faculty of Organizational Science; FV1- Faculty of Police and Security Sciences; FS- Faculty of Mechanical Engineering; MF- Faculty of Medicine; PEF- Faculty of Education, PF- Faculty of Law; VZŠ- University College of Nursing Studies; EPF- Faculty of Economics and Business.

The number of publications by researchers of the University of Maribor in the international scientific databases has increased by a factor of three in the past seven years. The number of bibliographic units in COBISS has increased by 40% in the years from 1995 to 2001.

In the past, the University of Maribor primarily concentrated on the process of definition of the scientific fields developed by its members. The Senate suggested that, based on the adoption of scientific fields, criteria for the formation of central chairs, where scientific research will take place, be worked out. This task is still in the process of execution.

During this period, a long series of meetings with representatives of the ministry of higher education, science and technology took place. At the working sessions the following themes were discussed:

- Developments in the field of financing scientific research in Slovenia supported by the ministry, with reference to the new Order on the Evaluation of Quality, and financing through the Working Program of the JRO (Public Research Organizations);
- The current problems of financing the obligations of the funder towards the university;
- Presentation of developments and documentation regarding public tenders by the ministry;
- Calls for greater financial support for basic and applied research and the purchase of research equipment.

The University of Maribor has developed promotional activities for higher mobility of researchers, including possibilities offered by ERA-MORE/ERA-CAREERS and Marie Curie.

During the last several years, the region covered by the Danube Rectors' Conference (DRC) has been comparatively well covered in the North West by projects of the VI Framework Program, while the South East, however, is in a weaker situation. Some members of the DRC do not participate in European Union projects at all.

The formation of a common European Research Area and the starting points for the preparation of the VII Framework Program, the European Commission for Research were proposed for discussion in Slovenia, and so the University of Maribor has prepared these documents. Individual researchers have already carried out preparations for applications.

Care of younger staff is also a concern at the University of Maribor. In 2003 the state financed 1218 young researchers, according to the report of the ARRS (Agency for Research of the Republic of Slovenia); in 2004, 257 candidates for young researcher positions in the RS were approved.

The share of young researchers belonging to research organizations in Maribor, in comparison with the University of Ljubljana, did not change during these years (table 1).

Table 1: Share of young researchers financed in the years from 2002 – 2004 according to the universities of the RS.

Research organization	2002	2003	2004
University of Ljubljana	46.32	44.66	43.63
University of Maribor	10.88	11.38	11.01
University of Primorska	0.00	0.79	1.09
Other	42.80	43.17	44.27
Total	100.00	100.00	100.00

The largest share of young researchers in the sciences in 2006 (Figure 3) belonged to the social sciences.

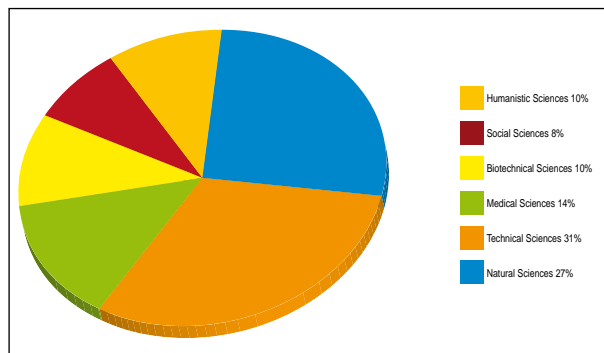


Figure 3: Share of young researchers in the sciences in 2006.

The University of Maribor actively participates in the training of young researchers and wishes to additionally encourage them in the region of DRC by establishing the Junior Researchers Club of the University of Maribor.

In the last year, the number of basic projects increased to 80, while the number of applied projects almost doubled to around 60. The number of targeted research projects increased by a factor of three.

Figures 4 and 5 show co-financing dedicated to the universities, individual members of the UM, and other research organizations for targeted research.

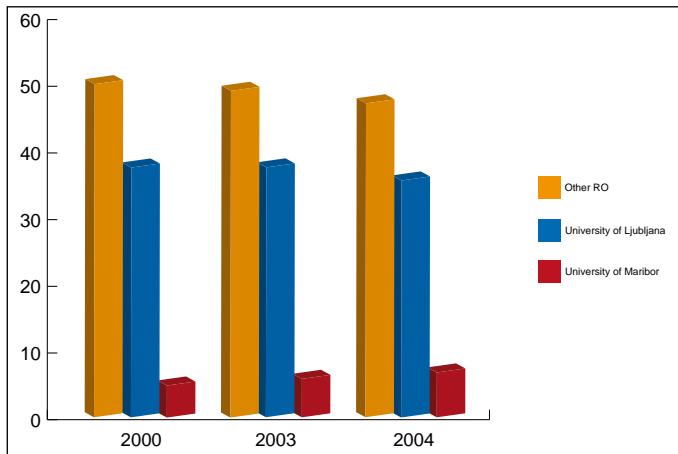


Figure 4: Share of financing of targeted research projects in research organizations for the period 2000 to 2004.

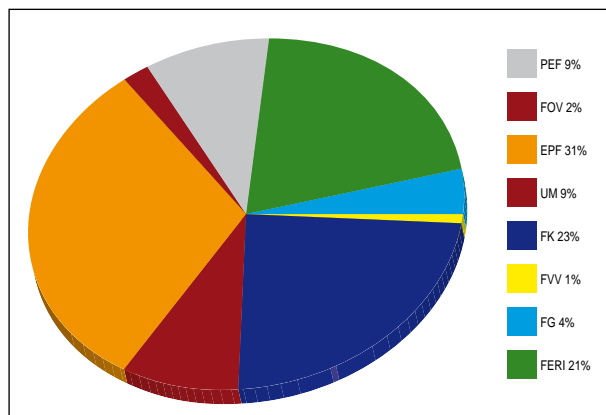


Figure 5: Percentage of financing by targeted research organizations of the faculties of the UM in 2004.

Legend: FK- Faculty of Agriculture; UM- University of Maribor; EPF- Faculty of Economics and Business; FOV- Faculty of Organizational Sciences; PEF- Faculty of Education, FERI- Faculty of Electrical Engineering, Computer and Information Sciences; FG- Faculty of Civil Engineering; FVV- Faculty of Police and Security Sciences.

The Ministry of Higher Education, Science and Technology (MVZT) has started, based on the Order on the evaluation of quality and financing of the working program of public research organizations, to finance research programs at both universities and public research institutions. In 2005 the number of program groups increased to 40 (figure 6). Research programs are carried out in the framework of research organizations as a public service and cover a wide area of research, which is expected to be of growing importance throughout the world in the next decade. At the same time in Slovenia there is public interest in individual research groups doing research in selected fields on a long-term basis. The reasons for the reformation of project financing in a programmatic and technical way are mainly based on the need for greater rationalization and transparency of research activities. The introduction of programmatic project financing has enabled financing for a longer (five-year) time, clearer definition of the contents, and a larger range of research and development activities.

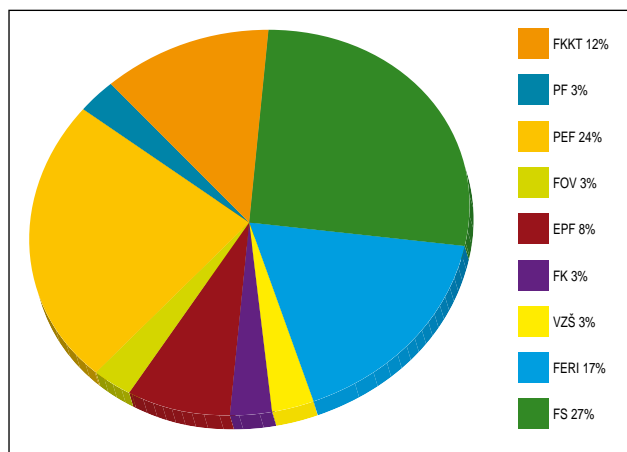


Figure 6: Program Groups of the UM according to its faculties in 2005.

Legend: FK- Faculty of Agriculture; EPF- Faculty of Economics and Business; FOV- Faculty of Organizational Sciences; PEF- Faculty of Education, PF- Faculty of Law; FKKT- Faculty of Chemistry and Chemical Engineering; FS- Faculty of Mechanical Engineering; FER1- Faculty of Electrical Engineering, Computer and Information Science; VZŠ- University College of Nursing Studies.

Thus in 2000, MVZT financed 334 research programs (38 programs at the University of Maribor) in the range of 1,419,597 research hours or 835 FTE, respectively. This represented 429 fully paid working spaces and 1065 partially paid working spaces. Of these, 52% were at public research institutions, 39% at the University of Ljubljana, and 9% at the University of Maribor.

In 2004 the status was the following: MVZT financed 707 research programs (75 programs at the University of Maribor) in the range of 1,419,500 research hours or 835 FTE, respectively. Of these, 30.2% were at public research institutions, 44.2% at the University of Ljubljana, and 10.6% at the University of Maribor.

For scientific research, research equipment is of extraordinary importance. At the University of Maribor, large investments were made for the modernization of research equipment, but only a small percentage of these investments came from the ministry.

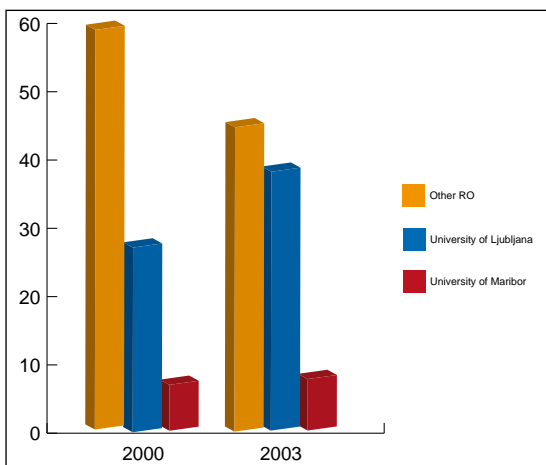


Figure 7: Co-financing of purchase of research equipment by research organizations in 2000 and 2003.

From 2000 until today, at the UM 291 new Doctorates of Sciences were awarded from a total number of 567 in Slovenia. In the academic year 2005/2006, 57 new doctoral dissertations were confirmed. In 2005 the Technocenter of the University of Maribor Ltd. was established to encourage the transfer of new knowledge and technologies to the economy, to offer support in the protection and management of intellectual property of the University of Maribor, and to more actively connect the economy and the public sphere in order to promote larger synergetic effects. A meeting was organized a meeting with economists with the intention of enhancing knowledge transfer to the economy and to allow the economists to discover the research capacities of the university. The university participates in international research connections, networks and associations.

Since 1997 the UM has been part of an international project called Innovation Relay Center which informs researchers about calls for inclusion in international projects, mediation of technological offers for the Innovation Relay Network, and support for partner searches. The Innovation Relay Center of Slovenia is part of a network of 52 European Innovation Relay Centers. The main goal of the project is to enhance participation of the Slovenian research sphere, including industry, small and medium enterprises, in the programs of the EU and to enhance technology transfer and the use of Slovenian and European research achievements.

Conclusion

Academic work in Maribor goes back to the times of Bishop Anton Martin Slomšek, who in 1859 established the School of Theology that later grew into the College of Theology in Maribor. In 1959/60 higher schools and colleges were established. These grew into colleges or faculties, respectively, and in 1961 constituted the Association of Higher Education Institutions, the ancestor of today's University of Maribor. Is this a long or a short time for an institution like a university? Through the eyes of a technician it is a long time, but it is short in comparison with older universities throughout the world. The age of a university, however, is not so important if people who know what they want work there.

Thus, how to go on?

The Lisbon strategy, the "Bologna reform" of studies, renewal of study systems; in short, reform, reform..., yes or no? This is now a moot question, since the answer was given to us by the EU and the ministers of higher education, science and technology. According to the legislation, it is foreseen that by 2010 all academic programs will be harmonized with the Bologna scheme. In different European countries matters are interpreted differently, since the terms of what the result of the reform should be is different according to the different environments.

Abroad, the programs of universities are combined in order to reach a level of higher quality and competitiveness in a global measure. It is the wish of the universities to attract elite international students. This is a goal that should also be our goal.

Based on my own experience, I claim that without advanced knowledge, there will be no new products, new technologies and no competitiveness of the economy.

Technologically modernized enterprises in Slovenia claim that they need new knowledge to enable them to compete on the global market. Old knowledge does not enable them to be competitive and therefore they look for new knowledge where they can find it – there are no borders (either physical, ethical or language borders). Who has knowledge? – from him or her they will buy it and with it they will educate their personnel. We must not be so blind as to think that the economy will support our universities based on national interests. In saying this, I do not wish to say that Slovenian universities are bad – but they must be restructured in the way that the developed countries have, as well as those who are considered to be underdeveloped and have the highest degree of economic growth in the world – the Chinese. Chinese universities have systematically sent their scientists out in the world, and today they are in the leading position in the Chinese economy.

The universities of Europe are still in the process of ranking, and the employability and salary of graduates will depend on the ranking of their universities. How will we achieve a higher position in the ranking of universities when our universities rejuvenate themselves, within themselves, if there is no possibility to hire new faculty and staff internationally, if legislative limitations are such that in no Slovenian university would it be possible to employ a Nobel Prize winner?

In order to make the picture even worse, in Slovenia we have de-integration in the field of higher education; we establish higher schools, colleges, and universities (according to some expectations, there will be 12), opposite to the trend in the developed world. We have inflation in titles for our graduates (scientific master, professional master...), within the universities, we have an inflation of professorial titles, and we avoid criteria and standards as they are known in the developed world.

How to go on?

We have survived every reform so far, and we will survive this one. What the result will be for the average Slovenian, I do not dare to predict, other than to say that the labor market will be the final arbiter to position our universities and give opportunities to the good researchers and qualified graduates.

I am convinced that this university, together with its students, professors, researchers and other colleagues, will develop as an institution offering a safe and sustainable creative future, and knowledge for the students that enables them to fulfill all their creative wishes.

VIVAT, CRESCAT, FLOREAT ALMA MATER MARIBORIENSIS.

ZNANOST NA UNIVERZI V MARIBORU V LETIH 1999–2006

V družbi, ki je zasnovana na znanju (kar naj bi slovenska družba bila), so človeški viri in prenos znanja v gospodarstvo osnovno gibalno razvoja in zagotovilo konkurenčnosti ter gospodarske uspešnosti na globalnih trgih. Prioritetna naloga take (slovenske) družbe bo v prihodnjem obdobju predvsem aktivno vključevanje v trg in prenos znanja.

Ker je Slovenija razmeroma majhna država s štirimi univerzami, bodo morale biti naše univerze vsaj enake ali celo boljše od evropskega povprečja, če se hočemo enakopravno in konkurenčno vključevati v Evropsko zvezo. Na Univerzi v Mariboru (UM) vidim možnosti za hitrejšo prilagajanja evropskim univerzam predvsem v boljši organizaciji in strukturnih spremembah, ki bodo omogočile večjo spremenljivost delovanja na univerzi in spodbudile hitrejšo prilagajanje evropskemu znanstvenemu prostoru.

Univerza v Mariboru razvija in spodbuja kvalitetno raziskovalno delo profesorjev, docentov, asistentov, mladih raziskovalcev in študentov predvsem na področju temeljnih in aplikativnih raziskav. V članku so prikazani tudi statistični podatki o raziskovalni dejavnosti na Univerzi v Mariboru.

Prof. Dr. Željko Knez
Vice-Rector,
University of Maribor
Slomškov trg 15
SI – 2000 Maribor

THE UNIVERSITY IN EUROPEAN EMPLOYMENT POLICY: JOINT DEGREE PROGRAMS, KNOWLEDGE TRANS- FER, SUSTAINABLE DEVELOPMENT, EMPLOYABILITY

Michael Daxner

Introduction

This Work Group comprehends most of the key issues embedded in the Lisbon Strategy and the long-term perspectives of European integration. Education on all levels has been identified as one key issue on the road towards sustainable wealth and employment, the latter being a basis for stable social conditions. Higher Education, or the Tertiary Sector, is the hinge between a functioning school system and the world of labour and development, which is increasingly based upon science, technology and innovation. Employability as one result of the education process in the tertiary sector has become a critical issue in the attempt to integrate and consolidate European structures, notwithstanding the demands of subsidiarity and other principles of national sovereignty. However, we have learned some lessons which make us aware that more efforts are needed than just directing the focus on creating more and new jobs through higher education.

This conference unites experts and specialists in all issues connecting the candidates to be, the newcomers and the older members of the European Union; thus, I shall resist once again enumerating all the different programs and questions of eligibility for and pragmatic access to existing programs and project-lines. Instead, I will concentrate on some political lines and even a bit of forecasting. I have decided to avoid a difficult double-bind in my argumentation, given the fact that I am a citizen of two old member-states and a fierce advocate of enlargement from the view-point of the existing EU, but in this group I will mainly address representatives of new members and candidates, and there are different interests to be respected.

Problems and Challenges

It is not so difficult to extract from every sound theory in the economics of education that there is a positive link between higher qualifications and better placement in the labour market. But beyond this truism, the picture becomes blurred. Europe is undergoing a long-lasting and uneven period of adaptation to post-industrial structures. Slowly, some realities trickle down into the consciousness of politicians and business leaders, but also of ordinary people, employed or unemployed. Even if economic growth should prevail and gain sustainable duration, it will not necessarily become linked to full employment in the traditional sense ever again; this is also obvious in some of the SEE countries with high growth rates, as it is in those rich societies where profits and economic growth soar while employment is not following at the same pace. A second insight is that economic models cannot be transferred easily within a comparably small territory such as Europe. And the third aspect, which directly relates to our themes, is given by a rather complex relation between higher education and the economy, and inside the economy between growth and employment, and between employment and status and social protection of individuals and groups.

In South East Europe, the relationship between employment, social protection and economic status has been rather different from the West. The transition process itself is not one-dimensional: it is not just a transition from a Communist or state-fixated economy into a market economy and democracy. All levels of society have been affected, and each sector has its distinct pace and modalities of transition. Culture, social infrastructure, family life, communication etc., are sectors which interact directly with the main axis of education-employment. While the trend towards the new European areas of education and higher education is well recognised and by accepted by the majority in SEE, it is only a *trend*, which needs much detailed and micro-social *interpretation*.

In these days, Europe does not *translate* well. The quarrels and uneasiness among the older member states concerning the constitution, further enlargement, and an increase in cohesion instead of re-nationalisation of many sectors, have not remained without imprints on the mindsets of the peers and the people in SEE. This is important insofar as higher education has tradi-

tionally played the role of preventive diplomacy and anticipating unification. There is no area in civic societies worldwide which has attained such a status of *globalisation*, and there is no area which obviously needs such an amount of coordination in order to enjoy a wide range of *diversification within*.

Let us first of all collect facts, which are evident major factors in the complex field of concern:

- a) Higher education institutions must modernise in order to fulfil their duties and meet the expectations of society and the economy. Aspects of modernisation include:
 - Acceptance and implementation of European standards, such as Bologna criteria or ECTS
 - Reorganisation of the organisational and operational structures so as to create large interfaces with European institutions in better developed EU member states
 - Reforms in recruitment policies and transparent hiring and dismissal procedures
 - Diversification in order to create a rational balance between demand and supply
 - High standards of quality assurance and assessment

- b) The interface with the economy requires a shift in qualification patterns: it is not the established and vested *professions* that are the target, but any *occupation* which requires highly qualifying education and training:
 - The focus should be on a broad range of competences and not on a specialised expertise which will become outdated with any shift in technological change
 - Higher education is responsible not only for building skills and competences, but also personalities and characters which fit into the ethical and civic pattern the new European economy requires
 - Innovation and leading edge research shall reach students as early as possible in their academic careers

- Placement and corporate contacts shall replace the previous contacts of mutual dependency
- c) Demographics and lifelong learning will be decisive aspects of any restructuring of higher education systems
 - The composition of the population, and its development, will determine much of the strategies to link qualification to future employment. Low birthrates and increasing participation in higher education are likely to coincide everywhere.
 - Migration thus becomes a relevant factor for the entire continent, but with even more effects in SEE because of some co-factors, such as a longlasting drain of young people and unsolved social protection issues.
 - Brain drain and brain gain are out of balance. There is no concept of effective brain circulation. The effects of unwanted migration (poverty, conflicts, and ethnic strife) and the economic situation in some areas combine to create a situation where an increase in adequate employment is not likely.
 - There is a danger of misdirecting even promising educational efforts.

This list of challenges is neither a predetermined scenario nor a pessimistic misinterpretation of a much better reality. It is just a segment of issues which cannot wait to be tackled according to predetermined priorities.

Perspectives

Higher education will play a variety of important roles in the reconstruction of a vast area. It is already, and will be in the future, one of the centres of society building and the emergence of new generations of elites. In a best case scenario, higher education will produce a succession of democratic elites which will accelerate a normal and perpetual change of elites in society.

One equation is no longer unquestionably true: it is not a given that a high rate of graduates guarantees both high employment and high productivity. The paradigms of higher education during the Western boom years in the

1950s and 1960s were too narrowly attached to exceptional economic development and to growth rates which are now rather improbable for developed capitalist societies. But they have established a number of side effects which are still worth considering: it is pretty clear that qualified and broadly educated people perform better in getting satisfactory employment than poorly educated persons, and that this fact is less a question of talents than of the social and cultural environment in which qualification processes are embedded. In other words: if persons have a strong foundation of focused, outreaching, competitive qualifications, it is less likely that they will remain unemployed when laid off, it is more likely that they will be satisfied with their professional positions, it is more likely that they will be deliberately mobile and flexible, and it is more likely that they can use their qualifications as a firm support to become rounded personalities. This is an idealistic abbreviation of more complex relationships between education and employment; in a way it is a counterpoint to the gloomy challenges. However, I think that this idealistic view is necessary to draw attention to another segment of the population: those who are less privileged and will not find adequate tertiary education; where will they end within the entire system of occupation and social positioning? Again in abbreviation, I will firmly state that there is a strong correlation between the reforms of the tertiary sector and all kinds of secondary and postsecondary vocational and professional education.

There are a few questions which will be answered by reality and/or by political decisions; certainly, the answers will not be given as unavoidable fate or economic laws and imperatives without any alternatives.

The first question is what will, in the future, be the relationship between qualifications and the development of labour markets. I stress in the future because any extrapolation of the existing market structure is an insufficient basis for educational planning. It is very difficult to tell in which cases the demand for a qualified workforce pulls graduates and pushes higher education reforms, and in which cases existing qualifications pull workplaces and new employment. But it can be said that close cooperation between institutions of h.e., educational planning and employers is needed. In any case, it will be less important to insist on outdated relationships between the status of a degree and the kind of employment attained. The end of status-related privileges

should come sooner rather than later. This hint is important to me, because I have experienced much resistance against reform as soon as the suggestion is made that the university-type of institution is likely to be diversified (and for traditionalists, everything that is not a real university is not relevant; for them a real university has to show certain features without which it is not real...this leads to much window dressing and double standards, both in the implementation of the Bologna process and in the attempt to attract international partnerships).

A second question refers to the national and supra-national structures of higher education. As I stated before, no field of basic institutional society building is as globalised as higher education. Globalisation means, for most European institutions, Europeanisation first. The area of higher education will be fully European, or it will not be. Since the traditions, the location of markets and pockets of dense population are never congruent with the political borders of nation states, higher education has begun to cross the delineations of subsidiarity rather early, and will continue to do so in the future. There is not even an option to return to strong national systems, and the mere attempt to solve problems by means of bilateral agreements is doomed to fail because of the supra-national structure of European standards and criteria for quality assurance and recognition. Having said this I want to stress that this can mean more diversity and not less. Only, this will be not diversity within the borders of one political entity, i.e. a nation state, but within regions or other networks of coherent interests and synergetic imperatives.

This, by the way, was the strong and credible message uttered by the Austrian Presidency to the EU earlier this year. The Pact for Education for the Western Balkans is one perspective in this direction; other pivotal issues are the EQF, the discussion of standards on competence, and a further development of the Bologna Process.

From the point of view of systems of higher education, the idea of networks is more attractive than any previous model of cooperation. I guess that this is also true for the developing integrated market, which is a continental one and tends towards being congruent with the European Union - in the future. For the time immediately ahead of us, this Europe in the main needs a strong

push in employment policy especially for candidates for membership and other countries under accession, because we must avoid by all means the situation that a group of countries will exhaust all their energies in keeping up with the luckier and better developed economies and societies. This means, plainly speaking, that all instruments of higher education reform bear more than just the narrowing educational perspectives.

Here are some of the components for any such reform:

- Development of ownership of and identification with a higher education system
- Inclusiveness so as to reduce ethnic and cultural tensions
- Reconstructive capacity with regard to old scientific, administrative and industrial structures
- Enhancement of cultural competitiveness (this is important as the tertiary sector will be the hatchery of a diversity of lifestyles and perspectives for future societal structures)
- Strong correlation between higher education, social protection (especially of the older generation) and employment
- An emphasis on the inter-generational education process
- Redirecting research and development as public good and open resource in competitive markets
- Strong participation, including students, at all levels of innovative research and study reforms
- Support of wanted mobility and remedies for the effects of unwanted movements

Existing programs, such as ERISSE, ERAnet, CEEPUS, Bologna etc. support some of these foci with good success and increasing sustainability. For our discussion it is necessary to ask what will be the expected outcome of these programs with regard to two schemes: one more theory-based and general, one more common-sense oriented and pragmatic.

The reforms can be questioned as to the amount they are able to change the composition of capital acquired by individuals and groups. As we have learned from empirical and theoretical investigations based on Bourdieu's theory, the composition of capital and its relation with other assortments of capital is decisive for the position of individuals in the social space of a society. It is not only monetary capital that bears this title; we have social capital and we have cultural capital, the latter being most decisive for the strong positioning of persons within the space. While some of the elements which help to build a capital stock are bound to an overarching development of society and need much time, which we do not have in our case, others can be accelerated and re-directed through policy and reforms. It is here where the reforms in higher education are also a push-factor to employment. Social capital and related networks can be built through exchange and mobility programs, and on a symbolic level through recognition and credit-transcripts. It can be inhibited, on the other hand, by restrictive visa-policies and socially unbalanced programs. The worst cases are those where partnership is not developing, but new forms of domination and dependencies are built into the new cooperation programs. In this respect there is also a political agenda for liberating institutional structures from such dangers, and this one of the best justifications for autonomous institutions. Cultural capital cuts deeply into the fabric of a society. Any change in the making of a capital stock in this area can and does alter whole societies and their stratification of power, if you will, their class structure at large. And as it is true that occupation is one of the strongest signifiers of a position in society – real and symbolic – then employability gains a new connotation, beyond the job-market.

For the individual, this translates into the everyday formula PPP: *payment, pleasure, prestige*. This formula has the immense advantage that it can be used to explain to affected people and their relations whether an educational reform will serve at least two out of the three elements. In many professions, payment is not the dominant factor, as long as it does not relate to poverty and the status of the working poor (which is a real danger not only in SEE). Everybody can see whether a joint degree adds to the prestige-factor, i.e. provides a better position in the job market or within an employment scheme. Everybody can calculate whether and for how long he or she will suffer from low payment in order to enjoy the pleasure of an interesting and non-alienat-

ing occupation, or vice versa, for how long one can live without these pleasures, just in order to earn more money.

Let the intellectual and moral components of citizenship go, paradoxically maybe, into pleasure, and responsibilities towards the older generation and social protection within a solidaric system, into payment. Let prestige be quality based and less tradition-oriented, and you gain a strong argument for quality assurance and transparent standards. The critical and intellectual qualities of higher education and/or tertiary training are never a side effect of the qualification process. They are the connecting links within the modules of providing knowledge and competence.

Conclusion

What I have prepared for the discussion is not another overview or assessment of the existing programs and strategies. If you will, this is an introduction into the curriculum of reforms, where education and employment are neither antagonist nor inseparably connected twins. There is a large field of dearly needed reciprocity which can be further developed, and which must be based on some rather different fundamentals in SEE than in Western Europe. New concepts of higher education will neither be untouched by the new concepts of labour, nor will they resist the influence of these concepts. And this is my main point: higher education and all tertiary institutions will not work well as long as they are seen as necessary providers of qualifications for a given market. It is their contribution to the making of future markets that will allow them to act as stakeholders and as an institutionalised critique of the economic systems, which are – in the case of SEE and elsewhere – short sighted and less innovative than we should hope. The Danube countries are rich in tradition, capacities and potentialities. Their tertiary sectors, public and private, will compete soon with their western partners, but they will also find some challenges in the strategies of stronger and more developed partners. As a region within the European area, the DRC will find a rich field for intervention in the direction of an optimal development for social and cultural capitals and a maximum correlation of payment, pleasure, and prestige. Employment will have to change as much as higher education is already changing.

In order to attain this goal, the partners must not fail to make use of any access to existing programs, to participate in the design of new ones, and to correct ineffective ones. This is hard, because national budgets are often restrictive and certainly place less emphasis on higher education than on other priorities such as fast recovery of the economy and the stabilisation of safety and security. But for SEE, it is also true that no sustained employment can be thought of with less scientific input and technological ventures; it is true that not all service oriented occupations will remain, if not really rooted in society; that all changes in society need the same high levels of qualification, if not higher ones, than the implementation of new technologies and the use of modern IT. This will also readjust the relationship between institutions and political systems. In conclusion, this role for higher education is overdue: to redefine its own position and become a voice in society building again, much stronger than in the recent past.

UNIVERZA V EVROPSKI POLITIKI ZAPOSLOVANJA

Delovna skupina zajema večino ključnih tem, vsebovanih v Lizbonski strategiji in dolgoročnih perspektivah evropske integracije. Izobraževanje na vseh ravneh odkrivamo kot ključno temo na poti do trajnostne blaginje in zaposlovanja, slednje pa je podlaga za stabilne socialne razmere. Visoko šolstvo oziroma tretji sektor je povezava med delujočim šolskim sistemom in delovnim svetom ter razvojem, ki vedno bolj temelji na znanosti, tehnologiji in inovacijah. Zaposlovanje kot rezultat procesa izobraževanja na tretjem sektorju je postalo kritična tema v poskusu, kako povezati evropske strukture, ne glede na zahteve nadomestnosti po drugih načelih nacionalne suverenosti. Zavedamo se, da visoko šolstvo potrebuje celostni pristop, ne le zgolj ozka prizadevanja, kako zagotoviti več novih služb po končanem visokošolskem študiju.

Konferenca združuje strokovnjake za vse teme, ki povezujejo nove in stare članice Evropske zveze. Kar sem pripravil za diskusijo, ni le pregled ali ocena obstoječih programov in strategij, pač pa je uvod v kurikulum reform, kjer izobraževanje in zaposlovanje nista niti antagonistična niti siamska dvojčka. Visoko šolstvo in vse terciarne institucije ne bodo delovale dobro, dokler jih bomo imeli le za potrebne oblikovalce kvalificiranih kadrov za obstoječi trg. Njihov prispevek k ustvarjanju bodočih trgov jim bo dovolil, da delujejo kot nosilci in institucionalni kritiki gospodarskega sistema – le-ta pa je pogosto manj inovativen, kot bi pričakovali. Podonavske dežele imajo bogato tradicijo in zmožnosti. Njihov tretji sektor, javni in zasebni, bo kmalu tekmoval s svojimi zahodnimi partnerji, vendar bodo pri tem naleteli na nekaj izzivov strategije močnejših in bolj razvitih partnerjev. Kot regijska bo Podonavska rektorska konferenca našla veliko področij za svoje delovanje, in sicer predvsem v smeri optimalnega razvoja socialnih in kulturnih središč ter največje možne povezave med plačilom, zadovoljstvom in ugledom.

Da bi to dosegli, bodo morali partnerji uporabiti vse dostope do obstoječih programov, sodelovati pri oblikovanju novih in popravljati neučinkovite programe. Domači proračuni so pogosto restriktivni in razvoj visokega šolstva ne postavljajo med prioritete naloge. Prednost dajejo hitrejšemu razvoju gospodarstva in stabilizaciji varnosti in zavarovanja. Za Srednjo in Jugovzhodno

Evropo pa prav tako velja, da si ni mogoče zamisliti trajnega zaposlovanja brez vlaganja v znanost in tehnološko opremo. Taka vloga visokega šolstva je že dolgo pričakovana, saj nam omogoča, da ponovno določimo lastni položaj in postanemo dejavnik v oblikovanju družbe, in to veliko močneje kot v bližnji preteklosti.

Prof. Dr. Michael Daxner
Former Rector,
Carl von Ossietzky University
Ammerländer Heerstr. 114 – 118
D – 26129 Oldenburg

THE ACTIVE ROLE OF THE STUDENTS

Helena Jasna Mencer

The main task of the chair person of this work group 3- entitled “Bologna process- Active role of the students” is to prepare and deliver introductory remarks which should provoke and thus initiate discussion on the student perspective on the Bologna process.

In the preparation of my introduction I have used primarily a short but excellent background paper published in the announcement and final program of this conference. In addition, I also used another document that helped me to produce a paper and fulfil my duty. It is entitled “Bologna with Student Eyes; Bologna Analyses 2005”, written by ESIB students and delivered at the ministers’ conference in Bergen.

Workgroup 3 consists of two parts: In the first part we will concentrate on the student perspective of the Bologna process, and in the second part there will be presentations of good practice.

Before going more deeply into the content of the working group, let me remind you of the hierarchy of the titles and present some main elements in order to facilitate the main topic.

1. Lisbon strategy.
2. The Role of Universities and Competitiveness of the Danube Region.
3. Bologna Process – Active Role of the Students.

Goal: to establish regional connections between universities of DRC and promote development of higher education in the future.

Key sentence: Universities must create knowledge by means of joint research and transfer knowledge to students within joint programmes and to business by means of innovative projects.

Target Group: Researchers and students

We are posing a question: How can we become more competent and competitive and cooperate better in the Danube region (concerning the topic of our workgroup)? We must discuss some challenges in order to become aware of the state of the art –the active role of the students in the Bologna process. Then we have to answer questions regarding what and where we have to speed up and who has to join forces in the field of set priorities.

Doctoral studies have been the focus of development. Qualification frameworks, centres of excellence, and recognition issues are the main preoccupation and prerequisites of sustainable development of doctoral studies. In practice there are many other obstacles to cooperation. Therefore, we will direct our attention to Chapter H, Bologna through Student Eyes, and Doctoral studies - The Cradle of Research?

I Research Elements in the First, Second, and Third Cycles

Research is an intrinsic element of higher education aimed at maintaining and improving the knowledge base. Is research at your universities a part of programmes in the first and second cycle, or only a part of the thesis work?

II Status of Ph.D. students

What are Ph.D. students, students or employees? What are they obliged to do? Do they undertake teaching activities? Do Ph.D. students at your universities differ in their obligations from Ph.D. students at independent research institutions? What has been undertaken in the system in order to reduce the unfair difference?

III Social Conditions and Financial Matters

This topic deals with tuition fees and is a consequence of the status of Ph.D. students. At some universities students receive grants or other financial support. The question is whether the social conditions of Ph.D. students are better than, similar to, or worse than those of students in the first and the second cycle. What about social security if Ph.D. students are not employees? Who covers the costs in case of illness or pregnancy? Are Ph.D. students paid for teaching activities?

IV Workload

In some countries Ph.D. students claim that they need more time to finish the Ph.D. thesis than in others. Usually their work week lasts much more than 40 hours, because their schedules are overloaded with different duties. This means, in turn, that they ask for a prolongation of financial support.

V Mobility

Mobility is a modern trend within the Bologna scheme. Since the beginning of the Bologna Process an exchange scheme has been developing for the first and second cycles, but the model of mobility in the third cycle should be a topic of discussion in our workgroup.

VI Intellectual property rights (IPR)

The regulations regarding IPR of research results is high on the agenda of research policy in many countries. Do IPR belong to the institutions or to mentors and students? What if projects were funded by private companies? What about the classified research and publication of the results of such classified research?

VII Conclusion

Some remarks have been pointed out. A discussion of these points can lead to others, thus improving the cooperation of higher education research and business and influencing long-term development in the region.

AKTIVNA VLOGA ŠTUDENTOV

Pri pripravi gradiva sem v veliki meri uporabljala kratko, vendar odlično besedilo, ki je bilo objavljeno v prijavi in v končnem programu te konference. Dodatno sem si pomagala tudi z drugim dokumentom, ki mi je pomagal izdelati besedilo in izpolniti mojo nalogo: šlo je za besedilo *Bolonja z vidika študentov – Analize Bolonje 2005*, ki so ga napisali študenti ESIB in je bilo predstavljeno na ministrski konferenci v Bergnu.

Obravnavana vprašanja lahko povzamemo v naslednjih poglavjih: (1) Elementi raziskovanja v prvem, drugem in tretjem krogu, (2) Status doktorskih študentov, (3) Socialni pogoji, finančne zadeve, (4) Delovna obremenitev, (5) Mobilnost, (6) Pravice intelektualne lastnine in (7) Zaključek.

Poudarjene so nekatere pripombe. Razprava o teh točkah lahko odpre še nove, vendar bo izboljšala sodelovanje med visokošolskim raziskovanjem in gospodarstvom ter vplivala na dolgoročni razvoj regije.

Prof. Dr. Helena Jasna Mencer
President,
Danube Rectors' Conference
Rector,
University of Zagreb
Trg. m. Tita 14
HR – 1000 Zagreb

THE BOLOGNA PROCESS – AN ACTIVE ROLE FOR STUDENTS

Ivan Rozman

The social concept of universities as autonomous and universal institutions has clearly been abandoned. Our opinion of universities has been changed by a variety of contemporary factors. Primary attention should be paid to the quality of knowledge, personnel and structures that define a 21st-century university.

In signing the Bologna Declaration, the European partners committed themselves to increased flexibility of higher education, that is to say, mobility of students and professors.

The Socrates Erasmus Programme provides the main framework for student mobility. Those responsible proposed the model for European Credit Transfer System (ECTS) points after the Bologna Declaration was signed and student mobility established. Their main goal was to encourage student exchange and facilitate the acknowledgement of exams taken abroad. However, its success remains open for discussion because concerns about exam acknowledgement are still abundant.

We should not forget that students are the products that we bring to the market. Therefore, they should be understood as the holders of verification legitimacy. This opinion can be also found in the legislation, which confirms the central role of students as users of higher education. Furthermore, they are given the right and duty to take an active part in university management, in addition to cooperating with governmental bodies and the relevant ministries.

So I propose that space be found at national and international rectors' conferences for exchange of opinions among student representatives.

We live in a world forcing us to be extremely flexible. If we succeed in harnessing students' creativity in the co-management of universities, a great advance will be made. Partnership literally is built on respect, trust and open-minds.

The European Higher Education Area demands cooperation and quality work. A society of higher cultural, educational and scientific outlook, The Lisbon Declaration, awaits us. In fulfilling this, a society of knowledge and prosperity will be granted to all.

AKTIVNA VLOGA ŠTUDENTOV PRI URESNIČEVANJU BOLONJSKEGA PROCESA

Odličnost znanja, osebja in struktur, ki univerzo povezujejo v celoto, je v veliki meri odvisna prav od aktivne vloge študentov, ki se morajo pri uresničevanju bolonjskega procesa aktivno vključiti v življenje in delo na univerzi, hkrati pa se aktivno udeleževati tudi meduniverzitetne mobilnosti.

Izmenjava študentov v Evropski zvezi poteka pod okriljem programa Socrates Erasmus.

Prof. Dr. Ivan Rozman
Vice-President,
Danube Rectors' Conference
Rector,
University of Maribor
Slomškov trg 15
SI – 2000 Maribor

THE ROLE OF STUDENTS IN THE MANAGEMENT OF HIGHER EDUCATION

Marko Pukšič

Status in Slovenia

As users of higher education, students in the RS are entitled, even obligated to cooperate in managing the higher educational system at the university level and at the level of independent higher education institutions, as well as at the national level, within the the framework of Slovenian governmental institutions and the Ministry of Higher Education, Science and Technology. The Higher Education Act of the RS largely divides responsibility between two mutually independent systems of student organization. Thus, it stipulates that students regulate their representation through their own organizations at each university and its individual members, and provides for a minimum of 20% student representation on all other committees and working boards of the university and its members. The body that represents student interests according to the law is called a Student Council and is formed from the students in general by secret-ballot elections once a year.

At the University of Maribor, the trend in recent years has been towards the transfer of competences to the student level. This shows in the fact that students, besides membership in all committees and working boards, are also actively included in all phases of preparation of legal acts of the university and additionally are accorded the right of veto on some legal acts that pertain to them directly. In order to provide quality personnel, at the UM a student questionnaire is employed, the results of which form the basis for assessing the pedagogical ability of candidates for habilitation. Students welcome this questionnaire and see it as an important tool in the transparent monitoring of teaching quality.

Student visions for university development

In the long-term, however, it will be necessary to consider the kinds of systematic solutions adopted by all development-oriented European universities. Much more important than any legal acts are changes in the mentalities of those within the university sphere. We must be aware that students bring a fresh perspective, new ideas and perhaps even a bit of necessary controversy to discussions on the management of universities. All this permits that steady foment of intellectual exchange needed by universities, now more than ever. We live in a world that demands rapid adaptation from us. Therefore, if we succeed in integrating creative energy into university management in such a way as to enable participation in decision-making, a great step forward will be made in the development of universities. Only a joint effort by all parties will lead to success. Thus, students must be entrusted with equal representation on all academic and management bodies of universities and their members.

Levers for quality management in higher education

It should be the aim of each successful university for students to be included in all of the numerous activities. In the field of management, this involves all strategic decisions, financial decisions and last, but not least, even the development process for new study programs. New programs, as a rule, are formed by informed evaluation of existing programs or, at the moment, by following the directives of the Bologna process. Here, the students will have a necessarily key role because they will be the users of the programs. The same thinking is valid for all other segments of management, mainly for the trade in intellectual and other services on the free market.

On the national level, it is necessary to regulate student representation so that a unique system of student organization is formed. The solution is a vertical system with clearly defined competences, since only in this way it is possible to guarantee the necessary transparency within universities, on the national level and towards the broader public.

An active role for students in the realization of the Bologna process

If we consider the goals set in the Berlin Communiqué and concentrate mainly on the 3rd and 6th goals, we can conclude that students are, in fact, a key link in the chain for implementing the Bologna process in our higher education system. Now and in the future, students give their opinions regarding events in our arena, and we mainly concentrate on the changes made necessary by the Bologna reforms demanded of universities or faculties. Students can be most active right at the outset, when in cooperation with the faculty and university, we can provide arguments, views and proposals for the best possible realization of the Bologna process.

Students should be part of the steering process, since with knowledge of current and future systems, we can give warning of impending mistakes and try to resolve these in cooperation with the persons responsible. The role of students in the mechanism of control is only such that the Bologna process will be correctly fulfilled, as it was envisaged, so it will not result merely in irregularities and changes of names from the old system whether or not these contribute to the introduction of the Bologna reforms.

In the same way, students influence the degree of dissemination of information on the new process and the new ways of working. For instance, the information flow can frequently be contaminated with mistakes and thus become unclear. Here, students can take a step forward by actively informing our colleagues about the new process and helping them when they need support. Therefore, the tutor system introduced at some faculties is one of the important mechanisms contributing to a better quality in the preparatory activity leading up to the realization of the Bologna process. Students are and must continue to be included in all management bodies, where with our views and voices we can resolutely influence the Bologna process already being introduced in the higher education arena and being introduced for us, the students.

An active role for students in the development of quality culture and attaining the European dimension in education

The social concept of the university as a universal and self-sufficient structure is outdated. Numerous regional, national and supranational factors have changed our relation towards the university. Universities are no longer islands of knowledge in a sea of ignorance. Their primary role in the 21st Century should be to foster excellence in knowledge, personnel and in the structures building the university as a whole. Consumer thinking does not stop at the doors of these important institutions. Questions about usefulness and excellence are fundamental to the correct placement and understanding of the university. Besides, the dilemma of knowledge becoming a trade good is a real one, but if we ignore ethical and philosophical doubts, we must accept the fact that higher education will also be forced to behave according to market dictates. This does not mean at all that knowledge will simply be a good that one could buy cheaply and sell somewhere else for a high price. Knowledge has no price, but a value, its legitimacy given by the comparability and flexibility of scientific institutions.

Quality culture demands that we recognize individual critical points. It also demands that the users of services take their place in the process of formation of this culture. The central criterion of quality centers on the students daily leaving the university as graduates who alone can provide feedback on the appropriateness of the knowledge on offer. However, we must not forget that the quality of some programs is always relative, regarding its users, and that it is not bound to the views of the individuals who offer it. Internal quality assessment is one of the essential mechanisms of critique, but only in conjunction with the external component that must never be neglected.

In the cases of several modern assessment rankings, severe doubts appeared about the appropriateness of such assessments. These doubts are legitimate doubts on the part of higher education providers. However, we must not forget that our well-founded doubts still do not decrease the validity of a single ranking. A quick overview of the value of an institution and a unified method of quality assessment are essential elements for comparability, especially supranational, which is best apparent in rankings. The compulsion to seek comparability means that individual participants be prepared to accept even negative results. Accepting comparability only if it suits us and gives us a strategic advantage is illegitimate

and does not contribute to the development of quality culture. For the appropriate interpretation and credibility of single rankings, supranational consent and the preparation of generally accepted criteria of excellence are necessary.

The modern university does not deploy its academic freedom by determining the actual contents of study and research. The university, in seeking quantification of knowledge, became a victim of its own rigidity. Its medieval dynamic lost legitimacy with the appearance of the self-regulated professions. The vast increase in the teacher's knowledge conjured up the phantom of the professor without mistakes, one who can determine the content of studies singly and in a dictatorial manner. Additional political changes placed many every-day burdens on the university, burdens that in no way conformed to the broader wishes of the institution and its users. With the signing of the Bologna Declaration, the European partners bound themselves to greater flexibility in higher education. This was mainly understood as mobility of students and professors. The idea alone is not bad, but the university must also contribute to flexibility in itself. Its internal organization should reflect some measure of informality, since its bodies must not change into university governments, parliaments, etc. Flexibility is also necessary in relations between student and professor, since only in a partnership relation can we expect excellent results that meet the criteria of quality culture.

Within these constraints, we must stress the role of the student as carrier of the burden of qualification legitimacy. It is the student, naturally, who will have to prove his or her knowledge outside the walls of the university. His or her assessment provides a clear foundation for quality assessment. We must not forget that historically we arose from a similar model, where the student was the center. The understanding of the student as subaltern is probably explicable with reference to the student's lower levels of knowledge in comparison with those of the lecturer, but this does not diminish the student's clear assessment of the needs of modern times, his or her own expectations from university study. Any such skepticism is even less founded in the case of his or her right to critical assessment of quality. One cannot ignore the central role of self-critique and self-evaluation in the process of learning.

Quality assessment is a demanding process. Assessment can operate in different ways: either individually, or collectively with questionnaires, or with complete scientific objectivity. Regardless of which method is chosen, each assessment must be conducted objectively and must be in accordance with valid agreements. In this field, independent assessment agencies have arisen abroad. With their supra-institutional and national view, they can more easily and effectively verify individual assessed structures. The independence of the assessor is a key ingredient in obtaining a correct and credible result. Here at the University of Maribor many efforts are invested in the preparation and processing of questionnaires and opinion polls. We cannot agree with any position where the opinion of students is considered unimportant or even undesirable. As users of university services, students are the only ones who may rationally assess the quality of work at the university. Furthermore, a question about the structure of the questionnaires is asked. Answers to this recently revealed that the present questionnaire is inappropriate, since it is not adapted to some specialties of individual faculties, and it does not offer flexible possibilities for answers. In this light, we shall mention examples of good practice at the neighboring University of Vienna, where questionnaires are worked out with multiple questions offering more opportunity to evaluate responses. Another crucial advantage is the special adaptation of the questionnaire to each separate pedagogical activity. The example of a questionnaire prepared by the student council of the Faculty of Medicine of the University of Ljubljana years ago is also interesting. It solves the dilemma of seriousness of responses, since interpretation is necessary within some questions, in order to decide whether the response is supposed to be taken into account. Unfortunately, this student questionnaire was never fully activated because of features specific to higher education in Slovenia and the problem of the partner relation between students and professors. Also very useful is the deployment of what is called the “learning diary”, especially for technical studies, since the lecturer can follow the progress of a single student and see the deficiencies in his or her learning process.

All these cases of good practice are of little value if there is no strong commitment to implementing the results of these questionnaires. Research at the University of Cambridge offered a questionnaire where the students reported on their imagined ideals for the educational institution and gave

their opinion on the realization of these in practice, as proper assessment and implementation. The unconfirmed fact remains that this and similar research are meant for in-house purposes in the first place. It is therefore necessary to define the consequences of poor results and to give the assessment bodies the power to immediately improve conditions. This is the only way for assessment to gain validity. Habilitation procedures in particular appear very suited to this practice; this is an area where the University of Maribor has been seeking student opinion as one of the decisive factors for a long time now. To ensure correct interpretation of results and supervision of the execution of corrective measures by assessment bodies, strong student representation on these bodies is necessary. One third of all universities included in the University of Vienna research project have student representatives on the assessment bodies, but this is not enough. External members on these bodies are necessary, and initially members of other universities in the same country would be sufficient. These would be appropriate and respected only in the short term. The university also needs long-term excellence. For long-term excellence, a common vision of the university formed as consensus of views and statements by students, researchers and professors is necessary. This view of the culture of excellence, unfortunately, has not yet totally come to life.

As was established in the introduction, excellence and quality can be understood as an interaction between the factors of mobility and adaptability or flexibility. Student mobility within the European Union is developing under the patronage of the Socrates-Erasmus program. This program finances the study process for mobile students and partially covers the costs of living abroad. Although financing and organization of these exchanges are sufficiently covered, we need to enquire into the quality of these exchanges. With the appearance of mobility and the adoption of the Bologna Declaration, competent institutions agreed on a model of the European Credit Transfer System ECTS. According to this, student exchange and the recognition of academic work completed abroad should be facilitated, but here such arrangements foundered in the trap of inflexibility. Thus, formally a system of exchanges and free choice was established. The reality, unfortunately, is different. Students do not have free choice among programs, since there are only a few chosen partners. A solution to this problem can be found in the broadening of competences of student representatives, who should be asked to give

their opinion at each partnership agreement concluded between universities or faculties. Such opinions should provide important signals about student needs and desires in the matter of exchanges. The central problem of the Slovenian system is the lack of openness in choice. The opinions of some lecturers and of those who make decisions are often outdated. Assessments of the superfluity of certain fields of knowledge (e.g. knowledge of physical geography for students of civil engineering) are unwisely made. Modern social processes call for an employment profile involving broad knowledge and skills. Mobility in the professional and employability sphere must have implications for practice at the university. For these reasons, the preparation of a questionnaire for employed recent graduates and graduate students on the usefulness of the skills transferred and on their need for additional skills would be useful. These questions make sense mainly from a long-term perspective, since they offer an opportunity for the persons responsible to decide and act accordingly. Action is also needed in the field of information about mobility. Here, we can be satisfied to establish that, based on an initiative by the European Union, appropriate agencies have been founded outside universities. The high degree of specialization and specificity in exchanges and student mobility requires the intervention of independent agencies whose services are frequently overlooked owing to a lack of information on the part of universities. Since this is extremely dynamic work demanding a certain amount of experience, it makes sense to place representatives of mobile students among the referring offices. Personal contact and conversation would make such a decision easier, and at the same time the interested parties would receive highly individualized accounts of the single target destination.

The question of quality is a question of the capacity to adapt to surroundings. Of course, the understanding of the university as a shopping center offering only products valid at the moment is damaging and senseless. It is necessary to find a reasonable limit between revolutionary youth and mature pragmatism. A university adapting to the wishes of its students, not being aware of the needs of the economy and not respecting international trends in development, is not possible. Let us remember the role of the university as teaching and research institution. Competition in the research field is tough. Here, many universities lost the fight over time because they did not listen to the young and innovative. The necessity to include the young was set forth in

Slovenia by the program of young researchers, the intent of which is partly to provide employment, but mainly to give young minds a chance. The necessity for rewarding effort and excellence is evident even to the mentors. One of the criteria for habilitation should include the active recruitment of young researchers, those with a diploma as well as students. Within this model for rewarding excellent employees, the place of the students is clearly visible, as they offer feedback on the relevance and interest of the lecturers' professional work. Low levels of interest in attracting young students to research may be a consequence of insufficient financial stimulation. A solution on the horizon is represented by the introduction of course offerings in the form of research tasks. These can be evaluated like all subject fields with ECTS and so gain new validity.

The problem of teaching at the University of Maribor and elsewhere is a problem of ossification. The former practice of holding lectures in the form called *ex cathedra* has been out of use for a long time now. Such lectures gained legitimacy only from the pedagogical illiteracy and historical tradition of European universities. Changes in the direction of individualized studies are needed. The market demands very specific knowledge that can be offered only by a student with free choice of study subjects and an emphasis on obligatory content. One solution is offered by the freedom of choice in accordance with the Bologna Declaration; other solutions either do not exist or are left to individual faculties. We cannot avoid the tutor system of study enabling maximal individualisation, and at the same time the best flexibility. The tutor system known at American, Finnish, English and some other universities is based on the precondition of the responsible student. This modern student does not need a lecturer as the teacher who knows everything, but builds on the relation with the lecturer as equal companion on the way. Within this process, the lecturer gains his or her legitimacy from the capacity to obtain information and from life experience, since he or she is aware of the transitoriness of actual knowledge and the limitations on the knowledge of any one individual. A good example of gradual implementation of tutorship is the Faculty of Mechanical Engineering of the University of Maribor, where they started a system that one might call hybrid. The system is relatively effective; at the same time it needs wider visibility and the determination of clear rules of play. Tutorship has to be based on the supervisory function of

the lecturer over individual tutors, who should be students of upper classes or graduates. The student tutors will be most capable of assessing the problems in the obtaining of knowledge, since they were faced with the same problems a short time ago. Their universal view of the need for certain areas of knowledge within the overall field gives additional justification to the opinion that students are the best choice for the position of tutor. Furthermore, in the Anglo-American system, a new concept for obtaining knowledge has developed that is mainly appropriate for task studies. We are referring to Problem Based Learning (PBL), the concept of which has begun at the Faculty of Medicine of the University of Maribor. The central advantage of this method of learning is that the students are their own lecturers, since besides the supervision of an assistant, they work on a problem alone. The basis for this learning does not lie in the wish to reach the solution individually, i.e. it is not about another form of verification of knowledge. The center of PBL is the wish that the student develop ways of thinking and understanding of how to get to knowledge. In its essence, PBL can replace almost every other form of teaching, insofar as the supervisor is competent to decide on the minimal criteria of knowledge. Here, we see space for the most successful students in upper classes, who would refresh their knowledge in this way, and help their colleagues, but mainly discover new views on some problem. In the same way as in tutorship, with Problem Based Learning we encounter a concern for quantifying the form of learning, for which consensus at the university and appropriate quality assurance would be necessary.

In this discussion, the question of regulating these wishes and interests arises automatically. Changes are necessary, but the only question is how to introduce and regulate them. A solution involving small corrections to existing structures seems to be the easiest. This includes changes in the responsibilities of assessment bodies, supervisory bodies and in the offices for mobility and student affairs. If we took only this route, we would miss the target. We would be caught in the rigid structure of bureaucratic tools and legal forms. Let us try something different, besides all the formal changes, the necessity of which is undisputed, changes in the way of thinking are necessary. It is time that within the individual national and supranational rectors' conferences a space for exchange of opinion and problems among student representatives be found. It is necessary that within the systems of universities, the position

of superiority and higher value of lecturers over students be changed. The latter have to be understood as competent in four dimensions of the evaluation process: students as source of information (they are the only ones capable of giving information on quality); students as active respondents (they give their opinion on quality by own initiative and have to be respected; and they cooperate in the assessment of these opinions); students as research support (they cooperate in assessment bodies and help in the formation of questionnaires); students as researchers (as part of the university, they have the right to self-assessment of quality). With this understanding, a valid and unforced self-evaluation of the university will be possible. The decision of the Medical faculty of the University of Munich to introduce a totally new form of consultation with students besides the familiar structures was correct. It is about meetings of student representatives with competent functionaries of the faculty, who then resolve actual problems and conflicts, and in this way the leadership has guaranteed feedback about the work of its employees. We can establish with pleasure that the reaction of students has been positive, mainly since they feel accepted and get feedback about their opinions. This central element of feedback is the one that we wish to see in all assessment procedures at the university. It is impossible to expect serious responses and comments from the students if they do not see concrete results, and therefore the assessment bodies also need direct powers to act. We cannot permit large amounts of money to be invested in questionnaires and their evaluation when those questionnaires go nowhere because of their confidential nature. Students cannot reasonably ask what is wrong with quality, when the results of research are hidden. Although the University of Maribor can be proud of the student vice-deans and student vice-rector, we must seriously question the seriousness of the relation towards these functionaries if they do not have access to the results. We wish transparency, clarification, openness and self-criticism of all universities.

Enhancement of student mobility

Mobility of students and staff among all the universities involved is one of the fundamental goals of the Bologna process. Therefore, student mobility is a theme we have also encountered in Slovenia in recent years. By joining the

European Union, we students came closer to other “European organizations”, and access became easier. For mobility and flow of young people in Europe, there are several ways and organizations. Let us just enumerate some of those offering student exchange or training: Erasmus, CEEPUS, training via international student organizations such as IAESTE and AIESEC, several student events organized in the framework of AEGEE and also other organizations like IAAS or youth exchanges in the framework of the Youth program.

One of these is academic exchange within the framework of the Erasmus program, where students get the chance to go to another country for three or more months and do their studies abroad. In so doing this, they also get a scholarship.

In recent years, we have observed that the student population is getting more and more individualized and in this way more and more introverted. It has become more necessary to motivate students to take part in events or projects abroad via various international student associations and programs. In this way, they could also obtain kinds of knowledge that cannot be found in books. Besides, they could become more active. An example of good practice is that of the Netherlands. There, the faculties encourage these activities in international associations and students must compete to take part.

We wish to mention the many challenges that must be overcome in order to guarantee joint action to facilitate transfer of scholarships and loans so that mobility within the European Higher Education Area will become a reality, to abolish limitations on mobility in the form of visa requirements and work permits and to enhance cooperation on mobility programs. Major emphasis must be placed on the recognition of study periods abroad.

It makes sense to introduce positive measures that will motivate mobility and thus widen the cultural, religious, language and political borders in the minds of people and unite them in the great family of European nations.

VKLJUČEVANJE ŠTUDENTOV V URESNIČEVANJE BOLONJSKEGA PROCESA

Ministri, pristojni za visoko šolstvo, ki so se sestali v Bergnu od 19. do 20. maja 2005 (tam je nastal tudi Komunique konference evropskih ministrov, pristojnih za visoko šolstvo), so opozorili na osrednjo vlogo visokošolskih zavodov, njihovega osebja in študentov kot partnerjev pri izvrševanju bolonjskega procesa.

Sorbonska deklaracija, podpisana 25. maja 1998, se opira na razmišljanja, da ima Izobraževanje in sodelovanje v izobraževanju pri razvoju in krepitvi stabilnih in mirnih demokratičnih družb vsesplošno priznan in odločilen pomen. V deklaraciji je poudarjena osrednja vloga univerz pri razvoju evropskih kulturnih razsežnosti. Oblikovanje evropskega visokošolskega prostora je opredeljeno kot glavna pot, ki vodi k uveljavitvi mobilnosti in zaposlovanja državljanov ter k vsesplošnemu razvoju celine.

Danes porabijo mladi vedno več časa za izobraževanje. Tako predstavlja formalno kot tudi neformalno in priložnostno učenje izjemno pomemben segment v posameznikovem življenju. Bela knjiga Evropske komisije govori o treh globalnih ciljih izobraževanja: osebnem razvoju, družbeni vključenosti in dejavnem državljanstvu. Prav tako ima izobraževanje temeljno vlogo pri pospeševanju možnosti zaposlovanja. Mladim je torej potrebno zagotoviti ustrezna znanja in pridobitev sposobnosti, ki bodo omogočale, da so obveščeni, dejavni in odgovorni državljanji, hkrati pa zagotavljati njihovo družbeno vključenost in pripravljenost na delovno življenje. Tudi zaradi tega je potrebno uresničevati Bolonjsko deklaracijo, ki si med drugim prizadeva izboljšati preglednost izobraževalnih sistemov v Evropi in medsebojno priznavanje diplom ter pospeševati Sistem Evropske skupnosti za prenos študijskega kredita (ECTS). Hkrati pa je pomembno dvigniti kakovost in učinkovitost šolskega izobraževanja z izmenjavami dobre prakse in s pomočjo skupnih ciljev. Zato je pomembno, da študenti posredujemo svoja stališča, argumente, poglede in predloge za čim boljše uresničevanje le-tega. Našo nalogo pa vidimo tudi v aktivnem informiranju svojih kolegov o novem procesu. Vpeljevanje tutorškega sistema v ves univerzitetni prostor je zato ena ključnih nalog, ki nas čaka. Študenti smo in moramo biti vključeni v vse organe upravljanja.

Primarna skrb v 21. stoletju mora biti skrb za odličnost znanja, osebja in struktur, ki tvorijo strukturo kot celoto. Temeljiti mora na predpostavki o odgovornem, sodobnem študentu, ki ne potrebuje predavatelja kot vsevednega učitelja, temveč gradi na odnosu s predavateljem kot enakovrednim sopolnikom.

Predlagamo, da se znotraj nacionalnih in nads nacionalnih rektorskih konferenc najde prostor za izmenjavo mnenj tudi med predstavniki študentov.

Podonavska rektorska konferenca je priložnost, da spregovorimo o vprašanjih, ki so pomembna za študente; gre za aktivno vlogo študentov pri uresničevanju bolonjske reforme, vlogo študentov pri upravljanju visokega šolstva, aktivno vlogo študentov pri razvoju kulture, kakovosti ter doseganje evropske dimenzije v izobraževanju ter pospeševanje mobilnosti študentov in vseživljenjsko učenje.

Marko Pukšič
Vice-Rector Student,
University of Maribor
Slomškov trg 15
SI – 2000 Maribor

THE ROLE OF THE INTERNATIONAL RELATIONS OFFICES IN THE DANUBE RECTORS' CONFERENCE

Ana Ružička

Great changes in higher education and research have modified the role of the University International Relations Office (IRO) in recent years. Its activities have changed from providing services to the management team (interpreting, translating, purchasing tickets, etc.) to an extensive number of activities making the IRO an operative centre for innovation and internationalization within the university, promoting and supporting international activities for students as well as academic and administrative staff.

The Danube Rectors' Conference (DRC) is concerned with the development, strategic challenges and roles of universities at the regional level, and its activities are especially focused on cross-border networking. The decisions and strategies accepted at the DRC General assemblies, as well as bilateral co-operation agreements between individual members, must be implemented at home institutions. International offices at the central level are the natural centres for all international activities and engagements. They work to the benefit of all faculties in close co-operation with academic staff and students.

The Danube Rectors' Conference (DRC) has recognized the role of the IROs as promoters of the DRC Network and inter-university co-operation in a region that shares common roots and a similar cultural background. For several centuries, historical and political circumstances in the Danube region have led to similar educational structures, mobility of academics and students, and similar curricula. Political changes in the 20th century have created obstacles to this co-operation, which the universities in the region are trying to re-establish now. The DRC universities and their academics are very active in the region, but their rectors have also recognized that regular international contacts between IROs have very positive effects on this development.

IRO staff must be aware of trends and tendencies set up by their universities, but also of current changes in the European higher education and global environment in order to organize their tasks accordingly and be an element

of continuity in international relations and bilateral co-operation between universities.

In this spirit the DRC IRO project was launched at the DRC Conference in Maribor in 1999 when the “*Resolution on the Role of the International Relations Offices in Promoting the European Strategies at Universities in the Danube Region*” was adopted. This was the first time that IRO officers met and discussed their own activities. They expressed their willingness to set up a network of IROs in the region and to use the Maribor workshop, splendidly organized by Mrs. Pika Radmilovič, then head of the IRO at the University of Maribor, as a model for future activities.

Consequently, meetings were organized after that by the University of Zagreb in 2000 (in Dubrovnik), the University of Pecs in 2003, and the University of Graz in 2005. Different topics were discussed and some critical issues were addressed.

IROs have become the centre for international activities of member universities and the co-ordinating unit for international programmes and activities in which the university is involved. Accordingly, their staff must acquire multiple competencies – in management, language skills, verbal skills (writing and speaking), knowledge of information and communication technology, administrative competencies, and social, cultural and pedagogical skills, and they must have international dimension and up-to-date knowledge on the changes and development in European and global higher education and research.

Though the co-operation among our institutions has increased in the recent years, the DRC IROs could do much more to improve our networking. The most important prerequisite for this is to know each other well. Our universities have not only experienced different historical development over the last sixty years, but also different length of participation in EU programmes, particularly in the SOCRATES and the Framework Programmes.

In order to improve and increase our networking abilities we should:

- Exchange information (about our programmes, especially new masters’ and doctoral programmes, summer schools, conferences, workshops and

all other activities) and disseminate information to students and academic staff at home universities. This could be done by establishing links to all DRC member universities on our home web page, by e-mails, and by publications on home web pages and on the DRC web page, which should be reorganized in order to facilitate better networking.

- Improve the quality of student exchanges
 - by developing and increasing teaching exchanges first
 - through exchange of good (and bad) practice related to participation in EU programmes (co-operation with the National Agency, financial aspects of student participation, language preparation, challenges in the exchange of disabled students, and development/exchange of crisis management plans applicable to exchange activities, etc.)
- Exchange examples of good practice among member universities in the organisation of joint programmes at all levels and defining the role of the IRO in such programmes
- Develop exchange programmes combining studies and internships in our countries, taking into account all obstacles and working closely with student organisations engaged in the exchange
- Facilitate closer co-operation of DRC researchers, especially in joint EU projects, by means of exchange of information and updating the pool of DRC experts established and maintained by the Network.
- Attract the support of regional and local organisations for all joint exchange and research programmes and to promote regional co-operation at home and abroad by joint participation of the DRC universities at University fairs
- Organise training or further training of the staff in our offices at regular focused workshops and through staff exchanges/internships. The international sector develops far more dynamically than we would like to admit, and new tasks and increasingly complex duties require permanent training of IRO staff, especially the younger staff that changes often because of the complex and stressful work. For some IRO staff a DRC workshop was the place where they learned about the challenges of internationalisation for the first or the only time.

The DRC Presidency endorsed such workshops and also decided to hold regular IRO meetings each year during the Annual Conference and General Assembly in order to enable international officers to “think about specific problems, assets and strengths of their universities.”

The first such meeting was organized during the Annual Conference in Zagreb in 2005, where we discussed different approaches and learned of some good practices of its members in organizing joint master programmes, as well as the role of quality assurance offices. At the Workshop organized at the Babes-Bolyai University in Cluj-Napoca this spring, we touched upon some of the above-mentioned issues of better networking and increased co-operation.

This time in Maribor we will have a chance to discuss these matters further and to make proposals to the GA on how to co-operate better in EU projects (FP7, TEMPUS and INTERREG projects), how to support our students in internships, and how to learn from other networks’ experience in regional networking.

VLOGA SLUŽBE ZA MEDNARODNO SODELOVANJE V PODONAVSKI REKTORSKI KONFERENCI

Prvi sestanek služb za mednarodno sodelovanje (SMS) Podonavske rektorske konference je bil organiziran lani v Zagrebu.

Velike spremembe v visokem šolstvu in raziskovanju so v zadnjih letih spremenile vlogo SMS na univerzah. Naloge in aktivnosti so se širile in danes močno presegajo obseg dela in predvsem podporo, ki so jo te službe včasih nudile drugim univerzitetnim oddelkom (prevajanje, priprava potovanj itd.).

SMS-osebje mora poznati usmeritve in delovanja, ki jih imajo njihove univerze, hkrati pa tudi najnovejše spremembe v evropskem visokem šolstvu in globalnem okolju, saj lahko le tako uspešno izvajajo vse svoje naloge. Leta 1999 je bila v Mariboru sprejeta *Resolucija o vlogi Služb za mednarodno sodelovanje pri promociji evropskih strategij na univerzah v Podonavju*, nato pa so bili organizirani še sestanki v Dubrovniku (Univerza v Zagrebu, 2000), Peču (Univerza v Peču, 2003) in Gradcu (Univerza v Gradcu, 2005).

SMS so postali centri za mednarodne aktivnosti univerz članic in koordinacijske enote za mednarodne programe in aktivnosti, v katerih sodelujejo njihove univerze. Zaposleni v SMS morajo biti usposobljeni za različne delovne naloge, imeti morajo t. i. mednarodno dimenzijo in sodobno znanje o spremembah in razvoju evropskega in svetovnega visokega šolstva in raziskovanja, saj se mednarodna dejavnost hitro razvija in delavcem nalaga vedno nove naloge in izzive, ki od njih zahtevajo nenehno izpopolnjevanje.

Mrs. Ana Ružička
Head,
International Relations Office
University of Zagreb
Trg. m. Tita 14
HR – 1000 Zagreb

Part 3

INTERNATIONALIZATION OF THE UNIVERSITY AS QUALITY ENHANCEMENT

Dušan Radonjić

Starting points

The global arena is characterized by continual change in all fields of human creativity. This movement is neither planned nor temporary, but a reflection of changes in status or changes in the achieved level of development. And there is no human activity beyond influence by the university: knowledge and science direct the flow of human consciousness, and frequently also subconscious behavior. It makes little sense to focus on single areas in which science has reached incredible levels, because in the course of natural law, all scientific fields sooner or later follow the demands not just of one narrow social center, but also global demands. In the global arena, owing to modern communication techniques and technology, the scientific world has pursued a high degree of interaction, while, on the other hand there are still many problems hindering a faster application of various achievements for the benefit of mankind. All universities are equally trapped in this circle, since many of their scientific discoveries cannot be applied as quickly and successfully as they would wish. But, the more the university opens up to external forces and seeks immediate contact with its academic and professional surroundings, the more successful will be the realization of its research and educational goals. So, what are we talking about? We are talking about the internationalization of universities, involving their active functioning beyond political and administrative borders, where for a modern university there are only two concerns: how to contribute maximally to the world's treasury of knowledge (i.e. production of knowledge), and how to extract the maximum from the world's treasury of knowledge, in order to include it in study programs (i.e. reproduction of knowledge).

On the one hand, demographic, socio-graphic, technological, political and other changes are all achievements of the human mind; on the other hand, this mind simultaneously initiates further new changes. Thus, it generates

new development paths and, accordingly, new horizons. And, where do these horizons extend? There is no single response, since they reach, necessarily, as far as an individual university can envision. And what comes at the end of this path? There is the global arena with its limitless horizons. Therefore, it will depend on us or, more specifically, on the respective universities, how far we will travel on this path. Scientific curiosity pushes us towards the sphere of the invisible, the unimaginable. We are driven to seek a path that will combine the university with something fresh, new and creative. Thus, we are compelled towards formal and informal partnerships. In brief, this propels us towards the internationalization of the university.

What is the problem?

In my view, the basic problem lies within an insufficient understanding of the fact that traditional universities, oriented towards themselves and their narrow surroundings, can no longer exist. Oh, of course they can! They can exist, but such a university will exist at the level of reproduction of knowledge and with inflexibility in its study programs. The outcome at such a university will quickly be apparent and will be cognitive: owing to the delayed and limited engagement with modern science, it will be interesting neither to students, nor to the employers of its graduates.

Thus, this is the dark scenario waiting for every university that remains satisfied with what has already been achieved. Moreover, this is not difficult to prove, since educational trends are moving in the direction of a less and less traditional structure for study programs, that is, away from one where the students have no free choice of desired competences, and in quite the opposite direction: towards a program offering specific frames of knowledge and a high degree of choice among them at student discretion. Consequently, the demand is increasing for professors to conduct research and create knowledge for tomorrow's requirements from the employers of graduates. Thus, the strategy of research at universities is changing, and demands for results to be instantly useable will become common in study programs.

Is it possible to reach such a stage of flexibility, up-to-date structure and modular, flexible study programming even within a very big university? Certainly,

in order for researchers –professors– to reach such a goal, an appropriate infra structure must be available. But we know that there is no university that will not encounter this problem. Therefore, it is suitable to offer their knowledge and necessary infra structure to other universities, even including their professors, and to seek what they lack at their own university, at other universities. Therefore, we reach the conclusion that in the global arena there will be potential partner universities to share our views, our horizons, and the scientific and educational interests that we must pursue. However, this process is already under way. For a certain type of university, this is nothing new. But it is not difficult to establish that these proceedings operate too slowly for many universities. At this point, it should be added that for the enhancement of such partnerships, appropriate financial resources do already exist, but frequently they remain unused.

Moments of absolute inflexibility can be a big obstacle to the universal development of a modern university. At such moments there is no development of the university at all! There is only one exit leading to the open global space, to new, modern constructed knowledge, and, increasingly, to joint knowledge. This should be the guiding principle behind a strategically defined development policy for a modern university.

Forms of internationalization

We would quickly get into an unfruitful debate if we step out of the familiar cycle of forms of internationalization of modern universities. We wish to stress that these are well-known. And it is true that we cannot readily claim that any one form of internationalization of universities is the most appropriate. For this reason, we will enumerate the forms of internationalization:

Joint Research Projects

Without doubt, research was and will remain in the future a fundamental, visible category for each university. Modern research challenges are linking up individual countries within and with the EU in greater numbers and with more support. Unfortunately, certain resources frequently remain unused. It would be suitable to establish how strongly the universities of the Danube region are mutually connected by joint research projects.

Exchange of Teaching Staff

This concerns a form of internationalization that is surely highly developed, but in connection to which a range of questions arises: either the exchange of teaching staff is always systematically planned, or it is based on simple agreements between professors, or it is based on reciprocity, or it is about the exchange of younger or other specific categories of teachers, or the work of a guest professor at other universities is always evaluated and respected at the home university. The whole procedure involving the visits of professors to partner universities should be regulated.

Summer Schools

One very successful form of internationalization of the university involves summer schools. In recent years, many European universities have changed their view of summer schools in the traditional sense, especially as they exist at American universities. I believe that we could discuss this more under the aegis of the Danube Rectors' Conference, so that at the level of individual universities, as well as at the level of the region as a whole (joint summer school?), summer schools could be evaluated by credits, or course equivalents.

Joint Study Programs (joint degrees)

One of the most effective forms of internationalization of the university involves joint study programs carried out by two or more universities. The European Union strongly supports the formation and execution of joint study programs; these include students as well as teachers from several universities in a completed form of education and exchange, either in the sense of reciprocity (only two partner universities), or in the sense of circulation among universities. What is essential in such an arrangement is the joint diploma (degree) issued by the partner universities to individual candidates. However, it is true that there are no "a priori" prescribed forms or models of execution, which at least, gives the universities some freedom to negotiate the necessary details by themselves.

International Accreditation

Globally, there are already several fields where special accreditation standards exist, on the basis of which certain study programs (or institutions)

obtain international accreditation. This means that study programs thus evaluated or assessed are valid beyond national borders and can be recognized on the labor market. The Bologna principles for preparing study programs (together with the diploma supplement) do permit students a high degree of mobility and flexibility in employment, but certain fields (e.g. medicine, business education, etc.) are defined, where single, rare institutions have developed quality standards, respect for which has an extraordinarily positive influence on the evaluation of study program quality.

Knowledge Fairs

We are witnessing more and more varied national and international knowledge fairs, mainly focused on narrow fields (e.g. management, pedagogy, etc.). Such fairs offer an excellent overview of the achievement levels of study programs, where potential students can become acquainted with the offerings of individual universities and various study programs in the local area, especially students from international backgrounds.

Student Exchange

This is surely one of the most attractive forms of university internationalization. Students coming to the (partner) university and students leaving this university for other universities are prime agents in these activities and deserve maximum support. Some universities have reached an impressive percentage for participation of both sorts of students in this exchange. In the European space, the Socrates –Erasmus program has had a strong impact on the mobility of students, who spend some portion of their study time in another linguistic and cultural environment. A positive development is that the Erasmus Mundus Program has recently been initiated, including even some countries from overseas (e.g. USA, Canada, etc.) in the exchange (of professors, too).

International Student Competitions

We are increasingly seeing more different forms of student competitions within various fields, where certain tasks and activities are resolved at an international level and based on defined criteria, and the assessment is made either individually or for a certain group of students. Even here

there are many opportunities for organizing diverse types of student competitions within the Danube region.

Student Sports Competitions

Sport is especially a domain of young people, and it is unnecessary to speak of its significant meaning in the life of students during their university years and afterwards. Sports competitions between universities either in the form of occasional meetings, or in the form of fixed competitive leagues, can raise the spirit of competitiveness, self-confidence, friendship and so on among the students, who basically look for connections and contacts with colleagues from other universities. Within the framework of the Danube Rectors' Conference, we have surely already achieved such connections through good will and some systematic volunteer work from us all.

Surely other forms of university internationalization exist and might be interesting to us. I suggest that the University of Maribor prepare a model of university internationalization, whereby individual forms of cooperation would be assessed from multiple points of views and which could form the basis for discussion by the Danube Rectors' Conference.

Concluding Thoughts

The problem of internationalization of universities is one of the fundamental ones, if we want to define universities as "global players" connecting the scientific and educational space far away from regional and national frames. Additionally, the Danube Rectors' Conference has all the attributes of a global player, disregarding the formal definition. This means that internationalization of universities in this region means, on the one hand, connecting the universities within this space, as well as making connections in the broader sense and space. In order to define the goals of university internationalization in the Danube region as uniquely as possible, but not with the intention of limiting our options, we suggest that the University of Maribor, as a member of the presidency of the Danube Rectors' Conference, prepare a framework for internationalization, which the Danube Rectors' Conference can discuss.

INTERNACIONALIZACIJA UNIVERZE KOT OBLIKA KAKOVOSTNEGA RAZVOJA

Internacionalizacija univerze je eno najpomembnejših vprašanj pri določitvi univerze kot globalnega igralca, in sicer povezuje znanstveni in pedagoški prostor tudi izven regionalnih in nacionalnih okvirov. Tudi Podonavska rektorska konferenca ima vse značilnosti globalnega igralca ne glede na formalno opredelitev. Internacionalizacija univerz te regije pomeni povezovanje med univerzami v Podonavju, hkrati pa tudi povezovanje v širšem smislu in prostoru. Cilji take internacionalizacije morajo biti enoviti, vendar se ne smejo zapirati, zato predlagamo, da Univerza v Mariboru pripravi okvir internacionalizacije, o katerem bo razpravljala Podonavska rektorska konferenca.

Prof. Dr. Dušan Radonjič
Vice-Rector,
University of Maribor
Slomškov trg 15
SI – 2000 Maribor

INTERNATIONAL COOPERATION, INTERNATIONAL PROGRAMS – A PRECONDITION FOR HUMAN RESOURCE DEVELOPMENT IN THE EUROPEAN KNOWLEDGE-BASED SOCIETY

Marko Jesenšek

As we remember past conferences on higher education since 1999, when the Bologna declaration was signed by some ministers of higher education, it seems that much water has flowed down the Danube. In these years, more and more states have entered into the Bologna Declaration by signing it. The declaration itself and the degree of realization is evaluated on a biannual basis by the ministers, accompanied by the European University Association's comments on trends in the development towards the European knowledge-based society set by the Lisbon Strategy. When the Danube Rectors' Conference tackled ethics in higher education in Maribor in 2000 and in 2001 relations with the media, the topics of conferences shifted to the contents of joint degrees and culminated last year in Zagreb with a discussion of the potential for financing both joint degrees and joint research. All major conferences on higher education in 2005, when the last Bologna Follow-Up conference was held in Bergen, were occupied with the topic of financing. This year's spring conference of the EUA focused on the private financing of universities from various sources. The conference was very diverse and led to many conclusions, which can be found on the homepage of the EUA under the link to past events. If we tried to summarize all the conclusions in one sentence, perhaps we could say that "The material world does not increase. If you want something (e.g. money), you have to give something in return!"

What does that mean? This is expressed concretely and correctly in the words of one of the last speakers at the EUA Conference in Hamburg, stating that he would like to give money for higher education if he would get something for his money and if it would be less expensive than if he produced this good by himself. These are not the exact words, but this remained in my memory.

This sentence contains two main problems of universities, especially among the major players of the Danube region:

1. the production of something that is wanted and needed by the funders/clients and
2. the rationalization of productivity/competitiveness.

So, if we take universities as subjects looking for financing, we must see what they can produce that would be assumed worthy of financing. If we depart from the assets of universities mainly financed by the public (via salaries and money for infrastructure), we can say that universities have human resources on different levels and space (even if not yet sufficient) for the production of knowledge and transfer of knowledge. These assets are a starting point for the creation of products and services. If we now compare production with the area of research and services with the provision of the results of research from internal production or production bought from other producers (international universities), the universities must first establish on what level the assets stand in terms of competitiveness with other producers/competitors on the market. We call that ranking of universities. Nobody doubts anymore the need for this assessment of the quality of universities, which is the evaluation of a starting point for global competition for which we are supposed to be prepared by 2010 or 2013. To put it simply, the position of the university in the ranking defines the price that the market is prepared to pay for the offerings of this university. Not many universities in the Danube region occupy the highest places on the most famous ranking list – the Shanghai ranking list--so the market is potentially less prepared to finance these universities than others. I do not want to get into the quality of this ranking list, but only wish to state that the humanities and social sciences, for which most of the universities of the Danube region are famous, are almost completely neglected in this ranking list. Therefore, in my opinion it is not false to say that many are underrepresented in these rankings. As a consequence, we are doomed to be disadvantaged in the competition for our clients – public financiers, private financiers and students, who have a multiple function in the university, since they are one of the university's products and will most certainly also become our main financiers personally or via their funding sources (parents or scholarship funds).

Therefore, the universities of the Danube region must improve their offerings and adapt them to the demands of the financiers/clients, in order to climb higher on the ranking lists and thus achieve higher prices for their products and services. How can they achieve this?

I would like to start with the improvement of assets – human resources and space/infrastructure. The common awareness is that no university has all the best professors and researchers, so the first improvement of assets is logically the combination of the brains of the DRC, a goal that was already stated at the DRC conferences in Cluj-Napoca, as well as in Prague. Researchers can be put together in joint research projects, and teachers can be mutually exchanged, not only to fill gaps of knowledge, but also to exchange different views on the same things and learn from each other. But, most of the conclusions from the annual conferences have been realized on the bilateral level only. The goal should be a database of joint research projects with carriers and joint programs with the providers on the DRC level being open to all clients of DRC members. These databases could serve as starting points for several tasks mentioned below:

1. to establish standings regarding fields of expertise, degree of excellence in individual fields; to find partners for joint activities,
2. to define fields of common interest and start an exchange of ideas,
3. to enhance initiatives for new joint research and study programs based on ideas from point 2,
4. to support these initiatives politically and economically, as far as possible and
5. to open the results of successful initiatives to all members of DRC (dissemination).

The result of the realization of the combination of the potentials of DRC universities will be an increase in the quality of research and studies and will lead to a higher ranking of the universities involved and consequently to greater readiness by the market to finance the initiatives of DRC. A major initiative by the European Higher Education Area project is the establishment of the European Institute of Technology (EIT), which will be a decentralized centre

of information for this data and a meeting centre for researchers and their projects. Many consultations are going on, and the DRC should try to gain respect in this process, at least through contact with the EUA, which is already taking part in discussions on the conceptual basis. The DRC must take care that its members also benefit from the EIT, which is mainly a task for the presidency of DRC. The University of Maribor is prepared to contribute its share to the scientific inclusion of DRC in the European Research Area. The next opportunity will surely be the EUA conference in Brno, on the topic of regional innovation.

Another aspect of raising the ranking of DRC universities is the recruitment and education of the best students within the region and beyond it. Within the Danube region, this aspect is a special challenge, since not all partners have the same access to mobility programs, and even differing degrees of free movement within the Danube research and higher education area. Therefore, special attention must be paid to combinations of programs to enhance the mobility of students, in order to provide the best students the best education. Here, a special aspect is the definition of the phrase “best student”, but it would be a special contribution to discuss the difference between best student in terms of ECTS and in terms of engagement and readiness to develop. More interesting for student mobility is the combination of possibilities for access to institutions offering joint research projects and study programs. All EU universities and universities from Romania, Bulgaria, and Turkey can participate in the most successful mobility program in the world – the Socrates-Erasmus program. No program has exchanged more students in the world, but again, the question arises, why other programs are more famous and better known. In addition, the fact that the students in exchange programs represent only 5% of all mobile students shows that many things have to be done in the field of mobility. As a result of the facts mentioned, we can affirm that mobility among the EU partners can be increased within the existing programs, but mobility between EU partners and non-EU partners has to be done differently. In the Danube region, alternatives for Socrates-Erasmus are CEEPUS and TEMPUS programs. Disadvantages of both include the limitations with regards to the systems in which they function. The CEEPUS program is limited by the fact that mobility is confined within joint degree projects that are not financed by the program, nor is the number of exchanges large enough

to allow one to speak about open access. In comparison with Socrates-Erasmus, where 165 students came to Maribor in 2005/2006, in CEEPUS only about 25 students (undergraduate and graduate, as well as doctoral) came to Maribor. The low number is not a result of a lack of interest or capability at the University of Maribor, but the result of the limited numbers of free spaces financed. Perhaps, within the financing, CEEPUS could allow for a lower degree of co-financing and thus an increase in the mobility numbers, without forgetting the quality aspect of mobility. The TEMPUS program is more focused on establishing equal levels at universities, even in the development of joint degrees. As a consequence, most resources go into the development of university structures with consequently limited possibilities for financing academic mobility of staff and students. Thus, DRC has to bridge the time till the inclusion of all members in the EU mobility programs by finding ways to partially resolve individual problems, i.e. bilateral agreements, manageable university networks and regional exchange programs. One underused range of programs might be the so-called joint actions, where different programs are combined, in order to include a broader range of universities with different access to general EU programs.

On the other hand, DRC should lobby the responsible state bodies to lower Visa requirements within the academic and scientific projects, so that formal conditions will also be easier; even with all due respect to reasons of security, xenophobia should not be tolerated. Without this, the best joint research ideas and degree programs are useless. Owing to the difficult procedures and limited resources for mobility, the main target group should be Ph.D. students, since they are most appropriate for inclusion in research, as well as academic activities. Additionally, they are the ones who will lack the opportunity to be mobile later and will be lost for the purposes of DRC, which lie in the development of the first asset – human resources.

Another asset of universities, as mentioned, is space or infrastructure. Here, the word rationalization is the keyword. Every university wishes to be maximally equipped and supplied. Sometimes, the cost benefit ratio for equipment is not favorable for only one institution, and sometimes the purchase of certain equipment is not possible on a short term basis. Thus, DRC universities should also combine these assets in both regards, i.e. for bridging equipment

deficiencies, as well as for rationalization of costs in joint projects. This works very well, e.g. in language education between the University of Maribor and the University of Graz, the “Joint Lecture Hall”, where the universities use the equipment of one university for students from both universities and in so doing raise the quality of education for both groups of students.

In demanding research projects, the aspect of time sharing of infrastructure can be even more important. Here, even the fact that tax regulations differ between EU and non-EU states can be beneficial to a project, if the countries have bilateral agreements for avoiding double taxation. In the same way, the costs of subcontracting and other similar things can be an advantage within DRC projects.

In short, the DRC universities must evaluate their assets, find common ground for combining their assets guided by the principles of equal partnership, reciprocity and mutual benefit (win-win relations, no exploitation of the “weaker, less developed and lower ranking” partner), in order to get a good price for their products and services on the market.

Once this has been achieved, they must start marketing and the process of branding, in order to present themselves to the market. For this purpose, the presidency with its international relations offices has the task of disseminating information; the DRC homepage is supposed to be the platform and database for the collection of information and it should be considered for organizing participation in education and technology transfer fairs around the world, in order to present DRC as a research and higher education area. This is beneficial for the members in different ways:

1. the costs per institution can be minimized;
2. the staff for the stand can circulate like the presidency and in this way the cost factor can also be minimized;
3. the Danube, as largest European river, is surely more recognizable than single towns of the DRC members and therefore a good marketing tool.

Once a critical mass of joint projects and programs has been developed, it would also be valuable to consider producing joint material, such as brochures etcetera. The DRC newsletter and homepage are good steps on the path to-

wards a DRC label for joint programs based on common standards of quality and perhaps even with DRC accreditation, since the field of international accreditation is still wide open. Workable examples can be found e.g. in the EUA, where an alumni club for quality assurance was established years ago.

The coming generation of new programs for mobility will be based on the ideas of lifelong learning, combination of theory and practice, cooperation between universities and the commercial sector, as well as mobility of students, along with academic and other staff. In the last year, even in 2004, the Erasmus Mundus program flourished, but most of the universities from the Danube region were not aware of the purposes of this program: cooperation between Europe and other continents. If we consider the DRC as a European university network or regional association, we should not concentrate on programs that cover other purposes than European integration and the cohesive development of European regions. Yes, in the second phase, DRC universities should market their joint degree programs in the Erasmus Mundus program, but now it is more important to create common standards and equal partnerships for this second phase. Up to now, I believe that there are a maximum of 5 or 6 joint programs that would be entitled to participate or have a chance of being accepted in Erasmus Mundus action 1 among the members of DRC. In Slovenia, there is not one program eligible for funding within action 1 of Erasmus Mundus. Some universities can apply within action 4, which is (simplified) mainly intended to spread the news of Erasmus Mundus and other dissemination processes. The main reason for the lack of such programs in Slovenia is the fact that the funded projects within the centralized actions of Socrates-Erasmus did not get accredited in all partner countries, and that is the precondition for eligibility in Erasmus Mundus. I was surprised to discover in several conversations that not many people were aware of that.

As a consequence of all this, accreditation and quality labels are necessary tools for ensuring attractiveness and competitiveness for financing; joint research and joint degrees within internationalized universities based on broadly accepted common standards are a precondition for positive and successful international accreditation and so, the assets of universities have to be trimmed for the needs of the market. These needs can also be somewhat simplified:

1. the public sector wishes to guarantee high employment rates, public welfare, sustainable peaceful development, social and cultural integration of all groups of the population and, via public calls for tenders, to direct the activities of universities towards these public interests;
2. the private sector (companies, civil society) wishes to outsource activities that are too expensive for the companies (mainly SME's) on the one hand, and to buy knowledge or the creation of knowledge based on the lack of local educated staff or equipment on the other hand, in order to develop or improve the product or service it wishes to trade on the market;
3. the students wish to obtain knowledge needed for the labour market, for the cheapest possible price, but of sufficient quality for the labour market. At the same time, the students represent an asset of the university and the university has to handle this asset with care and even invest in the most talented students, in order not to lose the asset, which again creates the need for funding by scholarships and employment at the university.

The university has to satisfy the interests of all three users/clients/financers. The main problems regarding the single financers are the following:

1. universities (public) are funded by the public sector. So, the funder can influence university actions based on two pillars: management (managing boards) and finances (calls for applications). Both pillars influence (limit) university autonomy.
2. the private sector is most involved in the financing of universities in what are called the applied sciences, i.e. research ordered by companies and carried out using university assets. In many universities, the private sector also participates in sponsorship of universities for single events, so the university is a marketing tool for the company paying for an event. Via scholarships for their own staff, the private sector also finances universities as an investment in their own human resource development. The main problem with the second two aspects of private financing is the problem of the attractiveness of the universities to these ways of financing – a university with a poor image or useless programs will not be interesting.
3. the students of the Danube region are not willing to pay tuition, since they are used to free studies, at least at the undergraduate level. This was the basic principle of socialism regarding education. Afterwards, talented

students (aware of their value for the university) expect to be funded by their potential future employer or the public purse. Another aspect of tuition includes the social structure of Central Europe. Here, the universities and states have to permit instalment payments, loans or, where possible, scholarships, in order to be able to develop their own staff and produce human resources for the first two financiers mentioned above.

In order to conclude, it remains to be said that universities, in order to be competitive, for their students to be employable and their activities to be financed, must be internationally inclusive and cooperative on all levels of activity, not only in research and teaching, but also in management and financing of activities. Exchange of experience in management, organization and ways of financing is frequently very valuable in situations such as that present in the Danube region:

1. different systemization of work, different numbers of staff in the same offices or different fields covered at the central university level;
2. different access to funding, not only based on ranking, but also on political and economic integration;
3. different culture of teaching and research, conditioned by the first different points. Many universities from the non-EU countries concentrate on national funding under national conditions within national competition and are therefore more dependent on national priorities and orientations.

The task of the DRC as a framework for international cooperation among all these different universities is to strive for the establishment of common interests and the promotion of the realisation of these, to be, in fact, the engine for joint research and teaching in order to motivate the younger generation in the Danube region and beyond.

Of similar importance are the needs of the DRC as a network or regional association to be included in European trends and developments, especially with respect to international accreditation in connection with quality assurance, as well as the development of the European Institute of Technology in the sphere of scientific cooperation (also VII Framework Program) and participation at conferences, where representatives of other European regions also represent the interests of their regions.

MEDNARODNO SODELOVANJE IN MEDNARODNI PROGRAMI – PREDPOGOJ ZA RAZVOJ ČLOVEŠKIH VIROV V EVROPSKI NA ZNANJU TEMELJEČI DRUŽBI

V Podonavskem prostoru se univerze srečujejo predvsem z razkorakom med proizvodnjo nečesa, kar želi in potrebuje financer oz. stranka, in racionalnostjo proizvodnje (konkurenčnost).

Ali sodobne univerze znajo proizvajati, kar bi nekdo želel/mogel financirati? Univerze so v glavnem financirane iz javnih sredstev (plače in denar za infrastrukturo), kljub temu pa imajo vse možnosti (in verjetno tudi prostor, čeprav tega ne vedno dovolj) za proizvodnjo in prenos znanja – to je njihov izhodiščni kapital za ustvarjanje proizvodov in storitev. Univerze morajo najprej ugotoviti, ali je njihov kapital konkurenčen v primerjavi z drugimi ponudniki na trgu – gre za t. i. razvrščanje univerz in danes najbrž nihče več ne dvomi, da je ocenjevanje kakovosti univerz (tj. neke vrste evaluacija izhodišča za globalno konkurenco, na katero naj bi se pripravili do leta 2010 oziroma 2013) nujno potrebno. Položaj univerze na primerjalni lestvici določa njeno ceno, trg pa je natančno to in samo toliko tudi pripravljen plačati. V Podonavskem prostoru žal ni veliko univerz, ki so uvrščene na najvišja mesta danes najbolj poznane Šanghajске lestvice, zato je na trgu zanje manj zanimanja oz. je njihova cena temu primer- no nižja. Pri tem je potrebno upoštevati, da so podonavske univerze praviloma močnejše na področju humanistike in družboslovja, prav to pa sta področji, ki sta na Šanghajski lestvici slabše upoštevani kot npr. naravoslovne vede, tehnika in medicina. Če se tega zavedamo, potem lahko ugotovimo, da so nekatere po- donavske univerze razvrščene prenizko (ali pa neupravičeno sploh niso prišle na seznam 500 najboljših univerz), to pa pomeni, da so po krivem spoznane za manj konkurenčne pri javnem financiranju, privatnem kapitalu in študentih, ki imajo za univerzo še poseben pomen – so njen proizvod, zagotovo tudi financer (osebno ali posredno od njihovih financerjev, tj. staršev ali štipenditorjev).

Prof. Dr. Marko Jesenšek
Vice-Rector,
University of Maribor
Slomškov trg 15
SI – 2000 Maribor

COBISS.NET: SUPPORT TO KNOWLEDGE AND INTER-CULTURAL DIALOGUE

József Györkös and Tomaž Seljak

The Basics - the Role of Shared Cataloguing and of Current Research Visibility

There is no doubt that developing a national co-operative bibliographic system with shared cataloguing is the optimum goal of each country, but only a few have succeeded in establishing a national library information system. In most cases, the establishment of such a system is made impossible not only because of the uncoordinated automation of individual libraries using different library software, but also because of the fact that libraries belong to different ministries that fail to collaborate in the library development planning stage. Slovenia has effectively resolved most such problems and is prepared to share its experience with other countries.

Another part of the information strategies adopted by most countries is the development of national research information systems (CRIS – Current Research Information Systems). The accessibility and transparency of research results are essential prerequisites not only for the transfer of knowledge into practice but also to promote innovations, create a national research policy, enable mobility and competitiveness, and to develop quality assurance at the universities. It is also indisputable that the most efficient way to manage researchers' bibliographies may be established only within co-operative library information systems. The integration of both systems is essential for the evaluation of research results.

Development of the COBISS System

In 1987, a shared cataloguing system was adopted by the then Association of the Yugoslav National Libraries as a common ground for the library information system and the system of scientific and technological information of Yugoslavia. The role of the information and bibliographic service, as well as that of the organisational solutions and software developer, was taken over by the Institute of Information Science (IZUM) of Maribor, Slovenia.

In 1991, IZUM promoted the COBISS system (Co-operative Online Bibliographic System and Services) as an upgrade to the shared cataloguing system. After the break-up of Yugoslavia, 55 libraries from all of the former republics participated in the system. At that time, libraries located outside Slovenia withdrew from the shared cataloguing system. Later, however, almost all of them gradually renewed their collaboration with IZUM and are at present setting up their own autonomous library information systems based on the COBISS platform.

In 2003, an agreement on the establishment of the COBISS.Net¹ network and the free exchange of bibliographic records, created in autonomous library information systems of Bosnia and Herzegovina, Macedonia, Slovenia, and Serbia and Montenegro, was signed. COBISS.Net (<http://www.cobiss.net>) constitutes a framework to achieve synergy effects resulting from the interconnection of national library information systems. Under the aforementioned agreement, 25,000 records were exchanged between systems free of charge in the first year (2005), representing a powerful cost and time saving tool in library material cataloguing. COBISS.Net effectively supports a multicultural dialogue in the region, as is most evident in the positive experience gained in Bosnia and Herzegovina.

Mid-term project goals

The goals of the integrated development of a collaborative librarian system and the current research information system for the next three years are as follows:

- To enhance the automation and inclusion of libraries of already participating countries in the national library information systems and in the COBISS.Net network; to provide access as quickly as possible to information on the holdings of libraries in the region.

1 COBISS.Net is the name of a network that connects autonomous (national) COBISS co-operative bibliographic systems of different countries. From a technical perspective, COBISS software enables users to download records from any of the COBIB shared bibliographic databases and from the OCLC catalogue (WorldCat); in the future, it is planned to enable records to be downloaded also from several other union catalogues in Europe.

- In the short term, to attract the interest of libraries in the Republic of Albania, in the Republic of Bulgaria, in the Republic of Croatia, and in Kosovo to take the opportunity to evolve more rapidly by becoming part of the COBISS.Net network.
- To harmonise cataloguing rules with international recommendations and standards.
- To set up compatible and interoperable research information systems (databases on researchers, research organisations and research projects) in the participating countries in order to ensure wider access to information on research potentials and research results.
- To get competent ministries and universities of the participating countries interested in accepting, also at the level of national research policies, the concept of how to manage researchers' bibliographies within the national library information systems, thereby guaranteeing the transparency of research results.
- To increase the use of research results in order to stimulate innovation processes and economic and social development in the region.
- To serve the need for mobility and intercultural dialogue through a transparent approach to librarian and current research information.
- To broaden data exchange and interoperability within the extended region, e.g. with countries of the Danube Rectors' Conference, bearing in mind the goals of the Lisbon Strategy.

Long-term benefits for the region

Regardless of the institution, the activation of the regional development potential is always closely related to the development of human potentials and cohabitation in multilingual and multicultural environments. UNESCO's regional orientation towards the so-called South Eastern European countries, the EU Framework Research Programmes (the Western Balkan countries being the target group), the Central European Initiative (CEI) and others are some of the institutional initiatives (e.g. the Danube Rector's Conference) which explicitly foster knowledge and science and which have become trans-

parent developmental factors by using COBISS.Net. From the EU perspective, inclusion into the COBISS.Net network may improve the homogeneity and the harmonisation of bibliographic systems regardless of the status of the countries in the target (geographical) region in terms of EU membership or accession process. This kind of harmonisation undoubtedly provides a long-term benefit in that the mutual exchange and transparency mechanisms consolidate the geo-political space in the fields of knowledge, science and culture.

Conclusions

COBISS represents a working organisational model of joining libraries into a uniform library information system with shared cataloguing in a so-called virtual library and with the added value of a current research information system. On a global scale, we believe Slovenia currently has one of the best organised and most transparent systems of researchers' bibliographies which provides an information base absolutely indispensable for the evaluation of research results and for the accreditation process of university programmes. Proven methodology and software to manage researchers' bibliographies within the COBISS system, and the application for setting up the national current research information system (E-CRIS) makes COBISS.Net system an excellent infrastructure not just in the regional aspect but also as an extended view of the European research area contributing to the building of a knowledge society.

Recommended resources (selection of)

1. *COBISS: the Platform, Institute of Information Sciences, 2002-2006* (permanent link: <http://cobiss.net>).
2. *COBISS.Net Phase 2: Support to Knowledge and Intercultural Dialogue, Institute of Information Sciences, 2006* (permanent link: <http://cobiss.net>).
3. *Accessing and Disseminating Scientific Information in South Eastern Europe (Draft), UNESCO-ROSTE, 2006.*
4. *WSIS Outcome Documents, World Summit on Information Society, Geneva, 2003, Tunis, 2005, United Nations, ITU.*

COBISS.NET – PODPORA ZNANJU IN MEDKULTURNEMU DIALOGU

Za informacijsko družbo, kot jo prepoznavamo v luči Lizbonske strategije in ki podpira na znanju temelječ razvoj, so knjižnični informacijski sistemi in informacijski sistemi o raziskovalni dejavnosti izjemno pomembna infrastruktura, brez katere si ni mogoče predstavljati sodobnega šolstva in raziskovanja, pa tudi ne kulturnega, tehnološkega in gospodarskega razvoja. Knjižnice vedno težje delimo na take, ki s svojimi informacijskimi viri in storitvami zadovoljujejo potrebe znanstvenikov, na take, ki zadovoljujejo potrebe udeležencev izobraževanja, in na take, ki vzpostavljajo kulturni dialog v integrirani Evropi. Potrebo po preiskovanju različnih katalogov in baz podatkov pa je mogoče najbolj učinkovito preseči z integriranim knjižničnim sistemom, ki vključuje vse tipe knjižnic. COBISS je referenčni model takega sistema z multifunkcionalnimi bazami podatkov, ki se lahko uporabljajo kot jasna in hitra podpora za akreditacijo in evalvacijo pri zagotavljanju kakovosti na univerzah.

Prof. Dr. József Györkös
Tomaž Seljak, M. Sc.
Institute of Information Science
Prešernova ulica 17
SI – 2000 Maribor

UNIVERSITY OF MARIBOR'S JUNIOR RESEARCHERS' CLUB

Tomaz Kostanjevec

Introduction

The idea for the formation of a Junior Researchers' Club (JRC) at the University of Maribor was developed by a team of professors and junior researchers in April 2006. The formal grounds for its work were established at the founding meeting on May 23, 2006. The JRC of University of Maribor is an informal association of junior researchers, their mentors and other contributing members. The membership is free and on a voluntary basis with the main emphasis on democracy and equality. The work agenda determined at the founding meeting provides basic grounds for the operation and development of the JRC. The club's council is responsible for formal presentation and operation of the club and has a two year mandate.

Work Agenda and the Operation of JRC

The essence of each formal and informal association is its purpose. The realization of this purpose in team spirit is the fundamental condition of any association's formation. The fundamental purpose of a junior researcher as an individual is his cooperation in future studies, research and projects. Where these studies take him, either in the field of technology, economy or social sciences, is unimportant in the eyes of the JRC. The most important thing is the transfer of knowledge from the University to the society in which it operates. This transfer must be useful, simple and effective. Because of modern trends in interdisciplinarity, an individual's ability to influence the course of research has been severely diminished. Larger interdisciplinary teams must be formed and with them an effective transfer of data – between both the team members and between different teams. The council of the JRC has therefore determined different research areas where it will facilitate communication within a single area and cooperation and transfer of data between different

areas. These areas include humanities, social sciences and economics, technology, mathematics, and careers with employment and quality.

It is the purpose of JRC to coordinate the education of junior researchers in order to improve their work in research activities and especially to improve their knowledge of intellectual property, communications, inter connecting, team work and transfer of knowledge to society. This will be achieved through the use of the JRC's own web page as the central message board for important information and data transfer, organisation of different seminars, and encouragement to publish junior researchers' work in domestic and foreign publications. The JRC has concluded that the current system of transferring knowledge from the university to the economy is not very efficient. Furthermore, research results often do not contribute to improvements in economy and industry. Therefore, we propose that the JRC should become a central source for research information which will be thematically organised into different groups and properly transferred to society. For this purpose, two way meetings between junior researchers, their mentors, and representatives of industry will be organized. In this way a direct link between the needs of the economic sector and the research capabilities of junior researchers will be established. The results of this collaboration will be internationally presented, will improve the position of junior researchers, and will present an opportunity for better cooperation in the future.

JRC will actively cooperate in quality control at the University of Maribor and on the national and international levels by following the recommendations of different quality committee reports. The quality of research activities is becoming increasingly important, and therefore this is a vital area in which the JRC must participate. The quality of research should be transferable to other areas of knowledge and at the same time improved based on experience. In this way an international quality standard will be produced which will in turn enable international comparison of different research projects. An extensive database of project reports will enable support for the improvement of quality management.

JRC will participate and interconnect with other clubs and associations which incorporate junior researchers on national and international levels. A

database of junior researchers, their projects and project cooperation, will be established. JRC will especially encourage participation on international projects for academic and practical mobility of junior researchers and financing of these projects in scientific and research areas.

One of the important goals of JRC is to enable employment and transfer of junior researchers from academic institutions to the market. To accomplish this task, members of the JCR will be informed of employment opportunities for junior researchers on the national and international levels. Cooperation between junior researchers and different companies in the economic sector is insufficient at this time and therefore needs to be improved. One of the reasons for this is that the time spent on research projects prevents junior researchers from actively monitoring job opportunities. Therefore, JCR will collect this information for them and present it on our website or through mailing lists.

Employment and career management are another pressing problem of junior researchers. The environment in which they are put after the conclusion of their research work is usually much more dynamic and difficult than they imagine. Consequently, the University of Maribor JRC has established a specific work field, where we provide detail information on vacancies on our website and organise meetings for exchange of experiences of junior researchers in business, those researchers who have already entered the work force, and those who are on the way to becoming part of this environment. To assist in developing the careers of its members, the University of Maribor JRC informs junior researchers of the characteristics of companies that are suitable to be involved with at the national and international levels.

The University of Maribor JRC will organise junior researchers' meetings with the intent to encourage formal and informal exchange of good practice, sport and cultural events and joint recreation. Convinced of the essential meaning of exchange of personal experiences, The University of Maribor JRC will organise two informal meetings a year in order to enable exchange of opinions.

The points of the Working programme will guide the Council of the Junior Researchers' Club of the University of Maribor, which will prepare a proposal and adopt the Working programme.

Guidelines for the Future Work of the Danube Rector's Conference

During the Danube rector's conference 2006, the University of Maribor JRC will propose the establishment of a junior researchers' club for the Danube region. This club will connect junior researchers and their mentors through the entire Danube region. Its members will be able to join the club directly or through their national junior researcher's club representatives. The University of Maribor JRC will assume a leading role in this international network.

Projects thematically related to European recommendations and calls will be organised on the basis of international co-operation and networking. These projects of international character will connect JRCs of several universities through thematic fields – e.g. techniques – in which only those universities that are interested in the specific field or that do not have international experiences in the field will be included.

The University of Maribor as directing university of the Danube conference 2006 is willing to accept the challenge and connect junior researchers in the network of junior researchers of the Danube conference. The University of Maribor JRC is also willing to accept the challenge and manage this network in the fields of international links and co-operation.

Conclusion

The University of Maribor JRC will build the foundations for interconnecting junior researchers, their mentors and projects in the Danube region. We are willing to accept the challenge and guide the establishment of the proposed network into an international association. Experiences and knowledge, which can be joined (and we are willing to join them), will have a positive impact on the development of junior researchers as individuals and will have a beneficial impact on their environment. In addition to this, international co-operation and networking broadens and complements knowledge and possibilities for trans-border co-operation into a common social-scientific environment.

KLUB MLADIH RAZISKOVALCEV UNIVERZE V MARIBORU

Klub Mladih raziskovalcev Univerze v Mariboru (KMR UM) je neformalno združenje mladih raziskovalcev, njihovih mentorjev in simpatizerjev. Članstvo v klubu je prostovoljno in brezplačno, status članov pa temelji na demokratičnosti in enakopravnosti. V klubu si prizadevamo, da bi bil prenos znanja iz Univerze kot institucije v družbeno okolje čim bolj koristen, preprost in učinkovit. V ta namen smo si vsebinsko znotraj Sveta KMR UM razdelili posamezna področja: humanistiko, družboslovje in ekonomijo, naravoslovno-matematične vede, tehniko, gospodarstvo, razvoj kariere in zaposlovanja in zagotavljanje kakovosti. S tem bomo dodatno omogočili razpršitev informacij na posamezna področja in zbiranje informacij na posameznih področjih. V osnovnih programskih smernicah bo KMR UM organiziral izobraževanje mladih raziskovalcev za vključevanje in izvajanje raziskovalnih aktivnosti, posebej upravljanje z intelektualno lastnino, komuniciranje, mreženje, prenos rezultatov v gospodarstvo in delo v raziskovalnih skupinah. Ker ugotavljamo, da je direktne povezave med univerzo in gospodarstvom premalo, predlagamo, da se v KMR UM zbirajo tematsko povezljivi projekti in naloge, ki jih bomo nato neposredno povezali z gospodarstvom in ustreznimi raziskovalnimi skupinami – mladimi raziskovalci. KMR UM bo skrbel tudi za prenos informacij o kadrovskih potrebah po mladih raziskovalcih, o različnih razpisih, projektih in priložnostih na nacionalni in mednarodni ravni.

KMR UM predlaga, da na Podonavski rektorski konferenci v Mariboru ustanovimo Klub mladih raziskovalcev Podonavske regije, ki bo vključeval mlade raziskovalce in njihove mentorje na celotnem Podonavskem področju. Člani se bodo lahko v ta klub včlanili neposredno ali v klubih, ki jih lahko ustanovijo na nacionalni ravni; vodenje mednarodne mreže mladih raziskovalcev bo prevzel KMR UM.

Tomaž Kostanjevec, M. Sc.
MLM d.o.o.
Faculty of Mechanical Engineering
Smetanova ulica 17
SI – 2000 Maribor

Reviews

Review of the Miscellany published on the occasion of the
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THE DANUBE UNIVERSITIES ARE AN INDIVISIBLE PART OF EUROPE

Ludvik Toplak

The present miscellany confirms that it has now been established that Europe is one and indivisible. The contributions to the miscellany also confirm that Europe, in the past millennium politically, economically, culturally and spiritually divided and frequently the victim of numerous wars, today has formed an economic, political, academic and spiritual identity. Half a century has passed since the initiative for the formation of a European economic union, confirmed in the common currency – the EURO – and decades will still be necessary for full and complete integration. During the past twenty-five years, the European political space has been constructed - the political attributes, such as the parliament, government and common defense, and additional decades will still be necessary. After millennia of political, and consequently spiritual, divisions of Europe, however, today it has found its spiritual identity.

Under such conditions, the meeting of the rectors in Bologna in 1988, when the Magna Charta Universitatum was adopted, was a historic event. The appeal of the rectors for university autonomy and European university identity was recognized eleven years later by the European ministers of education. Academic initiative gained political support, which is called today the Bologna Process. The principles of the Bologna Process, having originated in academic circles, nevertheless receive political support, in particular principles such as autonomy, employability, quality, mobility and accountability; new procedures demanded by the labor market are the inevitable consequence, such as the classification, ranking and competition of universities.

The Danube region historically embodied numerous contradictions. It hosted the school of Saints Cyril and Methodius, who came from Constantinople and developed and raised the heritage of Greek culture in middle Europe in the local Slavic language, in a form that had all elements of today's universities, in the 9th Century. Some centuries later, real universities emerged in this region, as in Prague and Vienna, Pecs and Zadar, the work of which was interrupted by historic and political circumstances. The same destiny was shared by the Jesuit school in Fala, close to Maribor.

The Danube Rectors' Conference formed in 1983, and concentrated on one task in the 1990s: to include the Danube universities in the European University Area. This was its contribution to the technological, economic and political re-integration of Europe. The Danube Rectors' Conference implemented the vision of the Magna Charta Universitatum and later the principles of the Bologna process, in a region that was politically divided from its natural historic partners in Europe for several decades. I can state, with pleasure, that the contributions to this year's Danube Rectors' Conference courageously handle questions relevant to higher education today.

The contributions by Rector Prof. Dr. Rozman and Minister of Education Prof. Dr. Zupan confirm the determination on the competitiveness of universities to realize the principles of the Lisbon strategy. This determination is also expressed in the contribution of Prof. Dr. h.c. Leopold März, an experienced former rector and president of the Danube Rectors' Conference, and by Prof. Dr. Georg Winckler, rector of the University of Vienna and president of the European University Association, who stresses the university as a prime actor in the Europe of Knowledge. Prof. Dr. h.c. Felix Unger, president of the European Academy of Sciences and Arts, explores the advantages and disadvantages of the appearance of the university and its autonomy on the market. Dr. Andris Barblan, Secretary General of the Magna Charta Observatory, assesses, from the point of view of European academic institutions, the Magna Charta and the role of universities in the development of the Danube region. With the experience of a rector, minister and philosopher, Prof. Dr. Andrei Marga, vice-president of the Danube Rectors' Conference, assesses the historic role of universities in Europe and provides a present and future point of view. Prof. Dr. Ferdinand Devinsky, with the experience of a scientist, rector and politi-

cian from a Central European country, remarks on the correlation of quality and ranking of universities. Dr. Alberto Gualtieri, president of the European University Sport Association (EUSA), stresses in his contribution the role and experience of sport at the university with an emphasis on the history, organization and financing of the European University Sport Association.

The Danube Rectors' Conference has once more contributed to the discussion of actual issues facing universities in the Danube region, especially in terms of the competitiveness of universities within this area and within the unified European University Area. The introductory speaker to the first thematic working group, Prof. Dr. Zoltan Abady-Nagy, former rector of the University of Debrecen, analyses the role of the universities of the Danube Rectors' Conference in the European Research and Higher Education Area. In his contribution entitled *The University in European Employment Policy*, the introductory speaker to the second working group, Prof. Dr. Michael Daxner, former rector of the University of Oldenburg, with experience in the problems of higher education in countries and states of crisis, discusses the university and European employment policy. Prof. Dr. Helena Jasna Mencer, rector of the University of Zagreb and president of the Danube Rectors' Conference, as introductory speaker to the third thematic working group analyses the active role of students, both undergraduate and graduate. Prof. Dr. Ivan Rozman, rector of the University of Maribor and vice-president of the Danube Rectors' Conference, emphasizes the responsibility of students for the co-management of universities. Marko Pukšič, student vice-rector of the University of Maribor, stresses in his contribution the necessity of engagement of students in university management and quality assurance and assessment of university professors and teachers.

The introductory speaker to the fourth working group, Ana Ružička, head of the International Relations Office (IRO) of the University of Zagreb, speaks of the meaning of the IROs of universities in the Danube region in the promotion of European strategies in the Danube region. The introductory speaker to the fifth working group, Prof. Dr. Željko Knez, discusses the importance of science to the realization of the Lisbon strategy and the competitiveness of universities in the Danube region within the European Research Area.

The Danube Rectors' Conference, with these collected contributions, proves again a high degree of responsibility of academic management of the universities in this region for their successful development based on the tradition of the European autonomous university. Moreover, we are witnessing in action our heightened sense of responsibility for the development of the European University Area, the European economic, technological, political, academic and cultural identity, in the creation of which the universities of the Danube region have played a crucial role.

Prof. Dr. Ludvik Toplak
Former Rector of University of Maribor
Former President of Danube Rectors' Conference

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THE ROLE OF UNIVERSITIES AND THE COMPETITIVENESS OF THE DANUBE REGION

Marijan Šunjić

This *Miscellany* contains a collection of texts on the problems of modern higher education in the countries of the Danube region, in the context of the ongoing European and global transformation processes. It will provide background material for the topical sessions of the DRC 2006 Annual Conference, so that the contents of the *Miscellany* also reflect the structure of this meeting. I shall therefore analyze first these structural aspects of the DRC activity before making some comments on the individual contributions.

The Danube Rectors' Conference started in 1983, with meetings in Vienna and Ulm, as a series of rather informal annual gatherings of a number of rectors of neighbouring universities in the region, with an emphasis on academic and social contacts in a basically informal format. The Iron Curtain that separated academic communities in the Communist countries from their colleagues in the democratic part of Europe largely prevented their participation in these activities. The fall of the Berlin Wall enabled the renewal of these very useful and necessary contacts, in a region which shared the same academic and cultural traditions. These contacts became even more pertinent when reform processes started in the countries in transition, though it was obvious that all of the universities in the region required modernization. This exchange of information and experiences generated great enthusiasm and led to a further increase in activity, with an additional aim to better focus these events and provide their continuity. Therefore, at the 13th Conference, held in 1994 in Brijuni (Croatia), a new phase of the DRC began: this was the first topical conference, devoted to the important theme of "Transformation Higher Education Systems in Central/Eastern Europe," with keynote speakers and topical discussions, leading to useful conclusions expressed in the highly relevant "Brijuni declaration". In order to provide continuity, the institution of a Permanent Committee was introduced, and in the following

period the DRC become a much more integrated structure with the adoption of its Constitution, etc. Several DRC presidents, with their collaborators, helped to transform the DRC into a strong regional university association, as emphasized by Leopold März in his welcoming address.

As a result, a number of excellent Conferences followed, with many brilliant contributions, illuminated discussions, and useful results, some of them in the form of DRC declarations. I can here mention highly relevant initiatives concerning university organization and management, professional ethics, and many others. My only complaint was that these contributions and results were not more widely disseminated in printed or electronic form, and thus many of them were lost and forgotten. It is in this spirit that I consider the publication of this *Miscellany* to represent another important step forward in the way the DRC is functioning, as its third phase and a natural continuation of the previously described efforts.

The texts in this *Miscellany* constitute excellent background material for the work of this Conference, but they also represent high quality analyses of higher education problems in general, with emphasis varying from paper to paper.

It would be difficult to give adequate presentation of all these papers, through they deserve it, because all of them will – as stated above – serve adequately to stimulate Conference activity, but at least one should like to give a broad overview of them.

G. Winckler, as President of EUA, gives a general European perspective on higher education, and this contribution should be studied very carefully, especially in conjunction with the paper by Z. Abadi-Nagy, who correlates the role of universities in the Danube region with European trends, raising some very important questions about cultural diversity vs. integration processes. Similarly, but from another starting point, A. Marga, while presenting a deep analysis of the very foundation of the European university, especially its legitimacy, also discusses a broader, European dimension within the context of recent developments, starting with the Magna Charta Universitatum (1988). The so-called Lisbon Strategy is explained and discussed by I. Rozman, the Rector of the host university, and J. Zupan, representing the relevant Slovenian Ministry, and also by A. Barblan from the Magna Charta Observatory, who all provide links between the university transformation processes on the European and regional levels, specifically in the Danube region.

One of the important new features of European higher education is the role of other “stakeholders” – employers, students, and society in general. So M. Daxner discusses in detail the complexity of this issue, with the employment and economic aspects as the key motivation for the universities to adapt. F. Unger, President of the European Academy of Sciences and Arts, provides a wider framework – from a complementary viewpoint – for a systematic analysis of this problem. Similarly, as far as the students are concerned, H. J. Mencer provides a list of relevant questions concerning their role in the university affairs, while I. Rozman in his paper further elaborates the students’ role in the Bologna process.

Academic activities involve many different aspects, including those of the students’ life, where university sport represents an important part, as discussed in the paper by A. Gualtieri. Another increasingly important aspect is internationalization, which presents new challenges and new opportunities for universities, as elaborated from several directions in the papers by A. Ružička, D. Radonjič and M. Jesenšek. Similarly, J. Györkös and T. Seljak discuss the role of library information systems in the contemporary university.

One of the most evocative questions in academic activity is quality evaluation and ranking, a subject that has recently become more and more urgent. The paper by F. Devinsky is a brilliant analysis of this question, giving us an interesting historical overview as well as down-to-earth indications and guidelines for future university policy.

I really enjoyed reading this and other papers which give much more material than can be “processed” in one Conference, and will therefore stay as useful and instructive contributions for all who are interested in the progress of higher education in the Danube region. I strongly support the publication of this *Miscellany*, and I congratulate all those who made it possible.

Prof. Dr. Marjan Šunjić
Former President of Danube Rectors’ Conference,
Former Rector of University of Zagreb

DANUBE RECTORS' CONFERENCE

Helena Jasna Mencer

Since the establishment of the Danube Rectors' Conference in 1983 the Network has been concerned with interuniversity co-operation in the Danube region in compliance with its Statute. Its role in the context of the European integration of Central and Eastern European countries has increased greatly and it has efficiently contributed to the process of cooperation of the higher education systems in the region.

In the course of time the role of the Network has attuned to the needs of universities in the region and to the roles and levels of different academic networks.

The European University Association (EUA) is the main voice of the higher education community in Europe. It deals with numerous and different university problems on behalf of all European universities on the European and the global level. It cannot go into more detailed regional or professional problems. This is the role of other more specific regional or defined networks or professional associations.

The DRC Network is concerned, however, with the development, strategic challenges and roles of universities in the Danube region. Its goal is to focus on increasing regional co-operation and cross-border networking.

As I stressed in the Action Plan for the period 2005/2006 that was accepted at the General Assembly in Zagreb last year, one of the aims of the DRC is to enhance the perception of universities in their environment, to promote co-operation between cities and universities, and to acquire knowledge about types of possible co-operation and to transfer knowledge from already existing ones. Pursuant to this, the University of Zagreb, together with the City of Zagreb, is preparing a conference entitled "Cities and Universities as Partners in the Danube Region." The Conference will take place in Zagreb, November 9-10, 2006. Rectors and mayors of the region are invited to present their policies on regional and cross-border co-operation and their views on the role of universities in the development of their cities and regions. Some case studies and successful solutions will be presented.

The task of the university today is not only to educate, but also to enable employment of its graduates. In order to find a complementary employment policy within the Danube region in compliance with the Lisbon strategy and to help our graduates to integrate successfully into the European Higher Education and Research Area, a DRC Conference entitled "Lisbon Strategy and Competitiveness of the Danube Region" has been organised by the University of Maribor, September 21-23, 2006. The focus will be on the development of joint research projects and joint study programmes.

In this respect some universities have already recognized the importance of joint efforts in the region. Co-operation in research and academic projects has increased (FP6 and Tempus projects, for example). Member universities have already developed or are working on the development of new study programmes, especially masters' and doctoral studies. Some of those examples will be presented at the Conference as case studies which can help others to learn of obstacles and problems related to the organisation of such studies and to overcome them more easily. The organisation of joint projects and study

programmes is a great step forward for the whole region and it will improve the competitiveness and the strength of the whole region.

In the past few years the co-operation of the Danube Rectors' Conference with other academic networks has increased, in particular with the UNICA Network and the EUA, thus stressing its specific role and level of action.

In order to increase the capacity of the DRC region, the last General Assembly in Zagreb approved of the establishment of a pool of experts in the region whose expertise in evaluation of new curricula or research programmes would be offered to National Agencies in the region. Member universities have been asked to nominate their experts and a List of Experts has been prepared by the University of Zagreb and sent to the National Agencies in the region.

The DRC also recognized the need to enhance awareness of the significance and possibilities of regional co-operation among young scientists from the countries of the region, and with the support of the Institute for the Danube Region and Central Europe (IDM) it supported the or-

ganization of DRC Summer School of Regional Co-operation. This year a DRC School entitled "The Future of Europe – A View from the Danube Region" was successfully organised by the IDM, the Regional European Information and Education Center PBC in Pecs, the University of Zagreb and the Faculty of Humanities of the University of Pecs at the Centre for Advanced Academic Studies of the University of Zagreb in Dubrovnik.

Recognizing the role of its international relations offices (IRO) as promoters of the DRC Network and inter-university co-operation, the Conference supports closer co-operation and meetings and workshops of IRO staff. This year Babes-Bolyai University from Cluj-Napoca organised a workshop where issues of specific problems related to exchange of students and academic staff were discussed.

The DRC Newsletter issued with the help of the Babes-Bolyai University and the web pages sustained by the IDM successfully help all member universities to exchange information on issues of common interest and actions, and they support our efforts.

The support of the DRC Presidency, the Permanent Committee, and of the DRC Secretary is extremely important in carrying out those projects, and as current President, I am most grateful to all of them.

I believe all these activities prove the importance of the Network and its role in the emerging European Higher Education and Research Area. All member and non-member universities and the whole region benefit from this synergy.

UNIVERSITY OF MARIBOR

Maribor, seat of the second largest Slovene university, has provided a prosperous and favourable environment for the evolution of the academic community ever since the emergence of higher education in Styria in 1859 with the establishment of the new Seminary and religious school by the late bishop Anton Martin Slomšek. Starting with theology, the university has managed to develop different study and research disciplines and therefore establish University of Maribor as a thriving higher education and research centre with the following faculties: Faculty of Economics and Business, Faculty of Electrical Engineering and Computer Science, Faculty of Civil Engineering, Faculty of Chemistry and Chemical Engineering, Faculty of Mechanical Engineering, Faculty of Organizational Sciences, Faculty of Education, Faculty of Law, Faculty of Agriculture, Faculty of Medicine, Faculty of Criminal Justice and Security, Faculty of Logistics, University College of Nursing Studies, Faculty of Natural Sciences and Mathematics, and the Faculty of Arts. The last two faculties were established in July

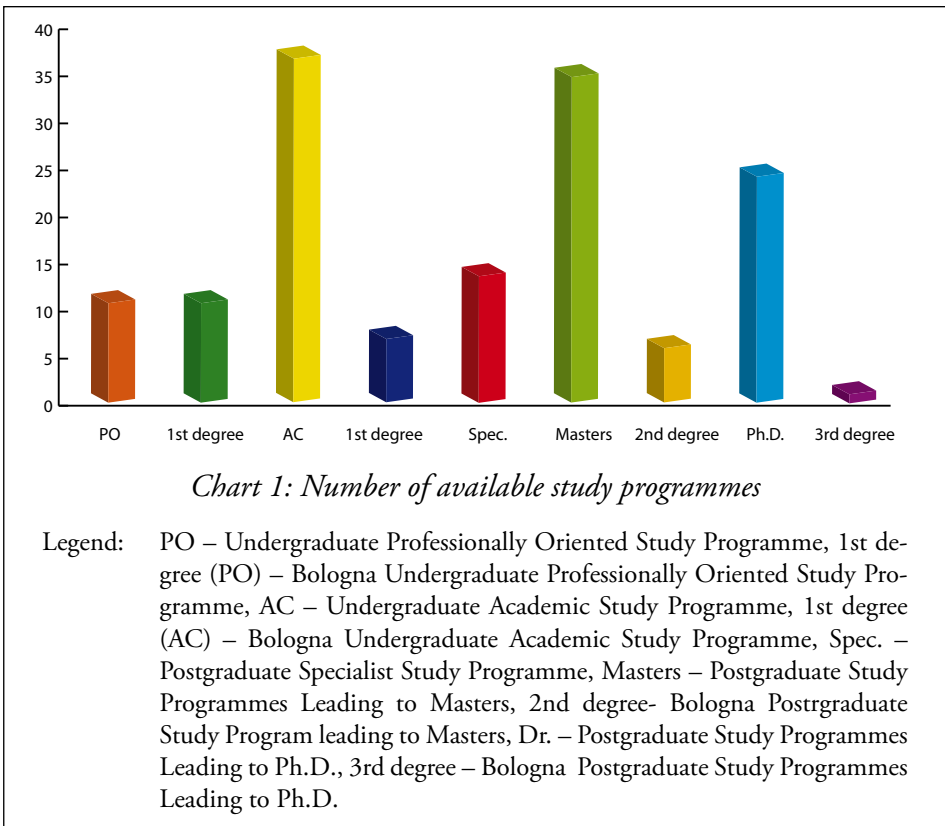
2006 and will accept their first students in the study year 2007/2008.

Courses of study offered by the University of Maribor and its member institutions are degree study programmes leading to the award of diplomas and credential programmes leading to the award of certificates. Degree study programmes can be undergraduate, leading to university degrees and to further study at professional higher education institutions, and graduate study programmes.

Chart 1: Study programmes at the University of Maribor for the year 2006/2007

Study programmes are offered by faculties and one College as full time or part time studies. In this academic year we have 24,850 undergraduate and 1,947 post graduate students at the University of Maribor. Some of the faculties will enrol students in new Bologna study programmes in the academic year 2006/2007.

The University co-operates with various institutions of higher education and academic associations throughout the world in all research fields developed by its faculty members. Bilateral cooperation runs in the form of mutual visits of teachers, cooperation in joint research projects, and



student exchanges. High-quality university co-operation is also the basis for multilateral co-operation; the possibilities for the latter are increasing. Multilateral academic co-operation includes membership and participation in international higher education institutions, participation in European Union projects (SOCRATES, CEEPUS, TEMPUS, Council of Europe, UNESCO, etc.), organization of conferences, symposia and summer schools. Since Slovenia became

a member of the European Union, the University of Maribor has cooperated in the TEMPUS programme as a carrier of projects and has successfully applied for funds with different projects (e.g. POGESTEI, Development of university structures, etc.). The University of Maribor has actively cooperated in the Socrates-Erasmus programme since 1999. For this academic year, more than 230 bilateral agreements within Socrates-Erasmus have been signed with inter-

national universities for the exchange of teachers and students. The number of student exchanges increases every year (from 18 “incoming” and 86 “outgoing” in 1999/2000 to 165 “incoming” and 155 “outgoing” in 2005/2006). As a member state of the European Union, we have witnessed a large increase in incoming students from the new member states and the accessing countries. An active exchange of students and professors has been running since 1995 within the CEEPUS (Central European Exchange Program for University Studies) programme.

At the University of Maribor, care for research and researchers is of utmost importance. The University of Maribor has cooperated in European Framework Programmes since 1998 and the number of international research projects is increasing each year. The University of Maribor is intensively preparing for the 7th Framework Programme. We also cooperate in other EU programs which support research and technology transfer (Eureka, Jean Monnet etc.). The University of Maribor established the TechnoCenter at University of Maribor Ltd., a technology transfer office, in 2005, which has as its main goal to establish a strong link between the University and the economy and to

contribute to better competitiveness in Slovenia and abroad. The University of Maribor has also co-operated in a network of Innovation Relay Centres since 1997. The University of Maribor promotes ERA-MORE, ERA CAREERS, through which it supports researchers’ mobility and their international career development. To help young researchers pursue research careers, the University of Maribor participates in one of 30 Researchers’ Nights, a pan-European event involving a wide range of scientific and research organizations. The University of Maribor is also a member of the European Universities Association, as it was a member of CRE for several years in the past.

The University of Maribor intensively participates in the Leonardo da Vinci programme, in which, up to now, the projects “EUROSKILLS”, “EUROSKILLS II, III and IV” and “EUROSKILLS FOR STUDENTS”, “EUROSKILLS FOR STUDENTS II and III” have been approved. Some departments also independently cooperate in different Leonardo da Vinci projects. The University of Maribor also participates in new emerging networks, especially those in the field of information science, such as UNIADRION and CEEUN, as well as in university networks for

the development of joint study programmes (Maribor Group, Quadriga Europae, etc.). The University of Maribor hosted the Alpes - Adria Rectors' Conference in 2002/2003 and has been entrusted with the tasks of the secretariat in 2006. We have also overseen the co-ordination of the information database for this association, named ELISA. The University of Maribor is an active member of the Danube Rectors' Conference, has been a member of the presidency from 2005 to 2008, and will preside in the year 2006/2007.

During the last couple of years, all members of the university have performed an annual self-evaluation, the goal of which is to assure an appropriate standard of quality at the University of Maribor. To this end the Quality Assessment Commission of the University of Maribor was established in 1997, following the holistic quality assurance concept of higher education. The work of the commission, which basically strives toward implementing actions for improvements and corrections, also includes an annual public presentation and publication of a yearly report.

The essential parts of university's infrastructure are: The University Library, Computer Centre of the

University of Maribor, and the University Sport Centre Leon Štukelj. The University library acts as the central university library, a general library for Maribor and its wider surroundings, an archive-collecting library for periodicals from Slovenia, and a library processing and storage area for local printed materials and manuscripts from Maribor and Northeast Slovenia. The central university library is supplemented by six faculty libraries. The collections of all the libraries of the university library system total 987,504 titles. Of these, 683,971 holdings belong to the University Library. The collections include printed and other resources (books, brochures, serials, maps, atlases, music materials, records, audio and videotapes, microfilms and microfiches, CDs, CD-ROMs and others) from all over Slovenia. The university library system is connected to an integrated computer network and assures access to the most important sources of information. It is active in various international library associations (IFLA, EBLIDA, LIBER, ELAG, ALP-ADRA UNIVERSITY LIBRARIES). Upon registering with the library, students, faculty and staff are given instructions on library rules and regulations and information resources. The library information

service offers orientation sessions on using databases for individual scientific fields, the Internet and the OPAC catalogue. Not only does the library lend holdings from its own collections, it also borrows items from other institutions in Slovenia and abroad through the interlibrary loan service.

The Computer Centre of the University of Maribor (RCUM) was established in order to perform computer and information services necessary for educational and research work. The basic activity of RCUM is developing and maintaining a communication infrastructure and information system at the university and its member institutions. By standardizing computer equipment and connecting the system to a network, RCUM has succeeded in ensuring appropriate computer support for the work of all professors, students, and staff. The local computer networks reach every part of the university and all university buildings in Maribor; some remote facilities in Kranj are connected with optical fibers.

The University Sports Centre Leon Štukelj (UŠC) provides sport facilities for various indoor sports for students. Students can practice volleyball, basketball, handball, bad-

minton, squash, soccer, table tennis, gym, climbing an artificial wall, various aerobics and dance classes, and martial arts (aikido, karate and yoga). Students can also relax in a Finnish sauna or stay fit in the fitness centre.

Annex 1

Faculties:

- FACULTY OF AGRICULTURE
- FACULTY OF ARTS
- FACULTY OF CIVIL ENGINEERING
- FACULTY OF CRIMINAL JUSTICE AND SECURITY
- FACULTY OF CHEMISTRY AND CHEMICAL ENGINEERING
- FACULTY OF ECONOMICS AND BUSINESS
- FACULTY OF EDUCATION
- FACULTY OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE
- FACULTY OF LAW
- FACULTY OF LOGISTICS
- FACULTY OF MECHANICAL ENGINEERING
- FACULTY OF MEDICINE
- FACULTY OF NATURAL SCIENCES AND MATHEMATICS
- FACULTY OF ORGANISATIONAL SCIENCES
- UNIVERSITY COLLEGE OF NURSING STUDIES