

**XI International Symposium of University Professors
THE IDEA OF UNIVERSITY**

2 October 2014 Rome

Diplomacy and University Cooperation

Conference with the participation of the European and Mediterranean University Rectors

**THE FUTURE OF TRAINING AND
THE NEW INTERNATIONAL CHALLENGES**

CASALE DI VILLA MADAMA – ROME

**MINISTRY OF FOREIGN AFFAIRS AND INTERNATIONAL COOPERATION
PROGRAMME**



9.00 am **OPENING SESSION:**

Opening Remarks:

Sen. Stefania Giannini, Minister of Education, University and Research, Italy

Amb. Michele Valensise Secretary General Ministry Foreign Affairs and International Cooperation

Mons. Lorenzo Leuzzi - Auxiliary Bishop of Rome - Director of University Pastoral (Holy See)

Amb. Andrea Meloni - Director General for the Country Promotion (economy, culture and science)
Ministry of Foreign Affairs and International Cooperation

Prof. Francis Campbell - Rector of St Mary's University Twickenham London (United Kingdom)

Chaired by Amb. Elisabetta Belloni - Director General for Human Resources, Budget and
Innovation - Ministry of Foreign Affairs and International Cooperation



10.15 a.m. **RECTORS' SESSION:**

Introduction:

Prof. Mario Panizza - Rector of the University of Roma Tre (Italy)

Prof. Giuseppe Novelli - Rector of the University of Roma Tor Vegata (Italy)

Discussion:

Prof. Dr. Muharem Avdispahic - Rector of University of Sarajevo (Bosnia Herzegovina)

Prof. Vladimir Bumbaširević Rector University of Belgrade (Serbia)

Prof. Constantinos Christofides - Rector of University of Cyprus (Cyprus)

Prof. M. Philippe Boutry, President of University Paris I Sorbonne (France)

Prof. Dr. Kęstutis Dubnikas, Pro Rector of University of Vilnius (Lithuania)

Prof. Dr. Heinz W. Engl - Rector of the University of Vienna (Austria)

Prof. Jesper Falkheimer Rector Campus Helsingborg, Lund University (Sweden)

Prof. Luis Raúl Sánchez Fernández Vice Rector – University Carlos III de Madrid (Spain)

Prof. Igor A. Maksimtsev -Rector St. Petersburg State University of Economics (Russian Federation)

Prof. Dr. Nikolaus Kober – Pro Rector of University of Regensburg (Germany)

Prof. Mykola Pantiuk - Vice Rector Drohobych State Pedagogical University (Ukraine)

Prof. Tetiana Pantiuk - Vice Rector Drohobych State Pedagogical University (Ukraine)

Prof. Antonio Cruz Serra - Rector of University of Lisbon (Portugal)

Prof. Elmer Sterken - Rector of University of Groningen (Netherlands)

Prof. Seddik Abdel Salam Tawfik Vice President of Alexandria University (Egypt)

Prof. Rev. Željko Tanjic - Rector of Catholic University of Zagreb (Croatia)

Prof. Władysław Zuziak - Rector of University John Paul II Cracovia (Poland)

Chaired by Prof. Massimo Maria Caneva - Coordinator of the Rectors' Conference

Participants :

Dr. Mario Ali – Director General for Students and Internationalization of Higher Education
Ministry of Education, University and Research, Italy

Dr. Federico Cinquepalmi – Head Office Promotion and Coordination of Italian Research -
Ministry of Education, University and Research, Italy

Prof. Manuel Castello – Sapienza University of Rome (Italy)

Prof. Giacomo Deferrari – Rector of University of Genova (Italy)

Prof. Fabio Fortuna – Rector UNICUSANO (Italy)

Prof. Roberto Lagalla – Rector of University of Palermo (Italy)

Prof. Eletta Leoni - Rector of University of ICTE Mexico City (Mexico)

Prof. Vincenzo Mannino – Pro Rector for International Relations University Roma Tre (Italy)

Prof. Giacomo Pignataro - Rector of University of Catania (Italy)

Prof. Paolo Ruatti – Rector of University “Nostra Signora del Buon Consiglio” Tirana (Albany)

Prof. Antonio Felice Uricchio Rector of University of Bari (Italy)

Conclusions:

Prof. Luigi Frati - Rector of Sapienza University of Rome (Italy)

Prof. Stefano Paleari President of the Rectors' Conference of the Italian Universities (Italy)

12.45 a.m. **THEMATIC SESSION:**

Introduction: Prof. Dr. Heinz W. Engl - Rector of the University of Vienna (Austria)

Session and Discussants:

“EU University Cooperation” Prof. Elmer Sterken-Rector of University of Groningen (Netherland)

“Balkans and EU Integration” Prof. Dr. Muharem Avdispahic Rector University of Sarajevo (BiH)

“Russian Federation and EU ” Prof. Igor A. Maksimtsev - Rector St. Petersburg of State University of Economics (Russian Federation)

“EU Mediterranean Cooperation” Prof. Constantinos Christofides -Rector of University of Cyprus (Cyprus)

Conclusions: Prof. M. Philippe Boutry, President of University Paris I Sorbonne (France)

Chaired by : Min. Plen. Stefano Baldi - Ministry of Foreign Affairs and International Cooperation

1.45 pm **CONCLUSIONS: Prof. Giovanni Tria** - President of the National School of Public Administration

2.00 pm **Lunch Buffet**

3.00 pm Transfer to CAMPIDOGLIO – ROME

4.00 pm **CAMPIDOGLIO - CEREMONY OF SYMPOSIUM WITH THE RECTORS - ROME**

7.30 pm **BASILICA OF SANTA CECILIA IN TRASTEVERE – ROME**

CONCERTO FOR RECTORS’ CONFERENCE – SYMPOSIUM



ABSTRACTS OF RECTORS' INTERVENTIONS

BOSNIA HERZEGOVINA

Prof. Dr. Muharem Avdispahic - Rector University of Sarajevo
Balkans and EU Integration

Through a series of events in 2014, we commemorated the beginning of the Great War. University of Sarajevo co-organized three such gatherings in June this year: a European Youth Summit “100 for the next 100 in the Danube Region” with the European Forum Alpbach Network; a historians’ conference “The Great War: Regional Approaches and Global Contexts” held in cooperation of our institute for history and partner institutes from Regensburg, Budapest, Sofia, Skopje, Ljubljana, Zagreb and Graz; as the third one, a multidisciplinary cultural event “The Long Shots of Sarajevo, 1914-2014: Events-Narratives-Memories” at the Philosophical Faculty. After two World Wars and after the fall of Berlin Wall, Europe is still not complete. Albania, four republics of former Yugoslavia: Bosnia and Herzegovina, Macedonia, Montenegro, Serbia and a former Yugoslav autonomous province Kosovo are differently placed in the process of euro-integration. Bosnia and Herzegovina, a crown land of Austro-Hungarian Monarchy a century ago, remains a paradigmatic case in universability of values and a testing ground in that respect. The 1426 days-long siege of Sarajevo and Annex IV to the Dayton Peace Accord have warned Bosnians that their future does not depend only on themselves but also on the ways Europe understands its own identity. Rethinking and broadening the conceptual basis from the horizons of 21st century and creating conditions that will bring the day of integration of the whole Balkans into European Union closer to us, is a legitimate and commandable task of our university cooperation. A dialogue between academia, diplomacy and policy-makers might significantly increase the effectiveness of the efforts oriented towards a prosperous common future.



FRANCE

Prof. Philippe Boutry – President of the University of Paris 1 Panthéon-Sorbonne
Diplomacy and University Cooperation

In his famous work, *The Idea of an University*, written in 1852 in the context of the creation of a Catholic University in Dublin, John Henry Newman wrote in the first lines of his book: « University [...] is the place of teaching universal knowledge ». This definition is not only a play on a family of words: *universe, universal, university, universality*. The former lecturer of Oriel College in Oxford University wants to emphasize the fact that the universality of knowledge implicates the universal character of the transmission of knowledge inside the university; in other words, that training implicates a dimension of universality. European universities were naturally not effectively international at the middle of nineteenth century; but the process of internationalization in Germany, in France, in Switzerland, in Belgium, in Great Britain, in Italy or in Spain begins in the last decades of the century. Internationalization and international cooperation are today one of the leading missions of contemporary universities in Europe and in the world. The story of training in our universities is today closely interlinked with internationalization. In my university, the Sorbonne, born during the first half of twelfth century, existed, like in other universities of Middle Ages (Bologna, Salamanca, Prague), an international organization in four “nations” (in the medieval meaning of the word) : France, Normandy, Picardy (with Netherlands), England. But all professors were speaking the universal language of the times, Latin. In 2014, my university, which is the larger part of the ancient Sorbonne, Paris 1 Panthéon-Sorbonne, international students are 8000, around 15% of all students; around 100 teaching assistants or professors (7% to 8%) come from other countries, especially from Italy, Germany, Belgium, Netherlands, Greece, Poland, Russia and South America. I do not insist on other aspects of international cooperation, joint degrees, international mobility for students, scholars and scientists, university branches and academic institutions abroad, which are becoming the standard model for all universities in the world. In this context of growing internationalization as a structural aspect of training in contemporary universities, I would develop only three points. My first Point concerns **Hospitality**. We observe all over the world a further increase in international mobility of students, especially in Europe, in a context of competition for attraction and retention of young future talents. European universities are more and more “internationally oriented”; and both students and professors are concerned. Transportation costs are decreasing; international borders are more porous inside the UE (but much more impervious outside). This process is transforming the European higher education. We also observe an increase in international competition in research. Hospitality participates in the assessment of the quality of higher education by students and scholars. In France, university fees are fixed by the State as a very low level (less than 200€ for undergraduates; less than 300€ for master’s degrees). This situation prohibits any commodification of knowledge and university services and limits any competition between State universities. But we need, especially in Paris (the second more expensive city in Europe) to be able to offer, especially for our international students, access to housing opportunities, university restaurants, students jobs; It will be, for the Sorbonne, a challenge of the next years. My second point concerns **Community**. The conception of European universities is now centered on a global enlarged community of students, alumni, scholars and staff. The digital revolution is increasingly enlarging the frontiers of university community. Universities all over the world have created web sites for students and scholars and web systems for teaching, open access and open resources. All over the world, universities are now creating and disseminating massive open online courses (MOOCs) is another possibility for opening higher education to international students that do not have the opportunity to enter in a university. The new communication landscape brings forward

enormous possibilities and some problems. The digital increases the space of international cooperation and access to scientific results of academic research, encouraging the sharing of knowledge. But the sense university community is also on the decline: the free and global new academic world of universality threatens human solidarities and forms of sociability inside colleges and universities. This risk must not be underestimated. My last point is more optimistic and concerned **Universality** itself. The contemporary transformations of university hospitality and community give to universities a more active role in planning initiatives and projects and transforming lifestyles and social behaviours. Students and scholars experiment is worldwide and unlimited. The participation of the entire learning community to a global experience develops a new "sense of community" with other students and scholars all over the world upon common patterns through a positive competitiveness to ensure the highest level of quality in training and research. I do believe that this new kind of pacific competition inside international university competition will bring us not only scientific progress, but also reciprocal knowledge, intercultural dialogue and mutual respect, reconciliation and justice for the nations, peace and development for the future.



SERBIA

Prof. Vladimir Bumbasirevic – University of Belgrade
The Future of Training and New International Challenges

We live in the world in times when globalization is changing the relationships between countries, increasing flow of people, technology, knowledge, values, ideas and commodities. The influence of globalization on countries depends on its history, tradition, culture and especially economic strength. Internationalization becomes university response to globalization influencing reevaluation of purpose and delivery of education, as well as, promoting international cooperation. The University of Belgrade, which is the oldest and the largest university in Serbia, alma mater of all other public universities in the country, dating back to 1808, consists of 31 faculties and 11 research institutes that provide 320 study programs (at all 3 levels, undergraduate, master and PhD) for over 87.000 students. The University of Belgrade has adopted strategy and action plan of internationalization, and with 190 agreements of cooperation with universities and institutions from all over the world, is actively engaged in reinforcing its capacities for academic exchange, international mobility and its visibility in the European Higher Education Area. At the same time, we were very much engaged in adapting curricula for preparing graduates to be interculturally skilled, and be able to work in culturally diverse communities. Various EU programs, such as Tempus and Erasmus mundus, were of great assistance in achieving this goal. Also, these programs supported regional cooperation with all major universities in the Western Balkan countries. Being a member of many university associations helps University of Belgrade to widen and strengthen

university cooperation and increase quality of education. In November this year, University of Belgrade is hosting Annual Meeting of Danube Rectors Conference, where the focus will be on synergy between higher education and ICT. The wider impact of productive university cooperation, especially of the regional one, is in providing better mutual understanding, one of the prerequisites of peace and stability.

UNITED KINGDOM

Prof. Francis Campbell - Rector of St Mary's University Twickenham London
The future of training and the new international challenges
Diplomacy and university cooperation

Distinguished Ladies and Gentlemen, may I offer our thanks to the organizers of this timely conference on fostering closer links between diplomacy and universities. We are grateful for the opportunity to gather here in Rome to discuss such a topic, and at a time in history when on many fronts we see turmoil and flux in our world and with little prospect of a lasting solution. It is thus very apt that we consider how one culture – that of higher education and universities, which is built on openness and trust, might come to the aid of another working culture – traditional state diplomacy - which often tries to achieve trust through overcoming narrow interests. This is not an easy task, but a necessary one. I approach this topic with a foot in both camps – as someone with nearly 20 years' experience in diplomacy and an earlier anchor (and now a current presence) in universities. This morning I want to do three things. First to say something of the challenges we face and how universities could help us avoid a rush to judgment. Second, something about the potential for diplomacy and universities to develop partnerships, and finally some very practical steps about how that might come about in the short term. Today we're looking at a world which some might say is in crisis. With Ebola in West Africa, and the worst projections from the CDC showing over one million plus infections by the end of January 2015. ISIS, which few of us heard of last year destroying cultures and civilizations which existed for thousands of years. Nearer to home Ukraine is in turmoil and thousands of people are dying on our shores as they try to reach Europe. Tension too is rising in East Asia with maritime disputes increasingly coming to the fore and the growing risk of an incident tipping the region into conflict. In much of the Middle East, the Arab Spring has turned into a winter. Environmental changes point to a growing problem for our planet with shortages of food, water and ever more frequent natural disasters. And all the time, multi-lateral institutions are coming under greater pressure from resurgent nationalisms in many of our countries and regions. The United Nations seems weaker than it once was. Closer to home the European Union is not perceived as it used to be by previous generations who had lived through the horrors of the Second World War. It is no longer seen as existing to promote peace and to make war impossible. Today there is a growing tide of euro skepticism, and to the point that in the UK we have been promised an 'in/out' referendum by 2017. Coupled with this pressure on multi-lateralism we are also see existing states and regions coming under growing internal pressure as the consensus or cohesiveness which held societies together comes under strain. Across the Middle East borders and boundaries seem to be disappearing and new forms of identity are emerging or re-emerging. So where is the role for the diplomat and the academic in this contemporary world? We are all faced with disruptive inventions which alter centuries old habits, occupations and traditions. Just as our forbearers had to adapt to the changes of the agricultural and industrial revolutions so will we on the back of technological advances. Whether we are in universities or foreign ministries, the disruptive technologies of the technological revolution will affect us for many years to come and we do not know the end destination and how our societies will change for good or ill. But in the midst of this and despite the growing number of inventions which will affect our lives and professions, there will remain fundamental questions for each

human being. The context in which those questions will be asked might change (it usually does), but not the question of the purpose of the human existence and its hopes and wants. Our society today is confused by what is going on around it. In Europe we see turmoil to the East, the South and the within. We see challenges which transcend borders whether through environmental change or terrorism. The human desire is to draw all these various uncertainties into a meta-narrative which somehow explains what is going on. Perhaps this is us seeking order in what is simply disorder. When it comes to what is happening in much of the Middle East, some might think that what we need is a version of George Kennan's Long Telegram when in the late 40s he drew together quite disparate events into the Cold War narrative. Such a framework provided solace to many over subsequent decades because it was then something which required a response. It answered a question 'What is happening' and called for a remedy. But it simply connected events into a schema where perhaps none really existed or other alternatives explanations were ignored. So it could be today that efforts will be made to connect events in our increasingly anarchic world into some meta narrative focused on collapsing sovereignties, mutations of identity, inflated ambitions of religious or political groups who we perceive as having a homogeneity that they really don't. There simply may be no narrative. It might simply be chaos and so we have to be cautious about explanation which attempts to fill in the blanks and demand remedies to answers which might be flawed. This is where academia has a unique role to play by reminding us of the historical context and expanding the horizon. Today's generation of diplomats and politicians, especially in the West, think very short-term (usually their term of office). This leads to intellectual and strategic drift and a failure of imagination in foreign policy and diplomacy. Short-term tactics is no match for those playing the 'Long Game'. Universities can help to address this deficit. So what is the response to these crises? Many look to the international community for a solution. They endow it with resources and powers which it often does not possess. They look to diplomats and diplomacy for the answers to many of these problems. Again the frailty of the system is not always factored in. But by bringing in academia, diplomats will be able to strengthen their response. They will help to avoid falling into lazy assumptions and flawed reasoning which may initially appear appealing, especially if based on a limited sample or a narrow context. Universities are ideally placed to help address many of the challenges diplomacy currently faces. Perhaps the assistance could come from being a filter through which diplomatic policies are sifted to ensure accuracy and resilience, or as universities being in themselves sources of diplomatic activity and creativity. For today we live in a world where diplomacy is no longer the preserve of foreign ministries, but action is shared among other branches of civil society. Universities need to be as much a part of the diplomatic landscape as NGOs are today. In universities we have an immensely rich cultural well to call upon. They were founded as global institutions to help foster understanding and learning. Indeed one just has to think of Oxford, Bologna, or Paris and to illustrate the point further, the education of Aquinas who was born in Italy, educated in Paris and taught in Paris, Cologne and Rome. If that universality can be rediscovered then potentially they might be the space where trust can be built and fear and misperception overcome. Diplomacy aims to do just that, but it can often find itself bound and imprisoned within limiting frameworks. And those cross national frameworks which do exist such as the EU and UN are under ever more suspicion and pressure. But before strengthening the bridge between diplomacy and universities we will have to know the other better and thus overcome some popular misconceptions diplomats might have about academics and vice versa. It is perhaps no surprise that diplomacy often marginalizes or even dismisses academia. The common misperception can be that what academia produces is irrelevant, not timely, too detailed or too open-ended or inconclusive. For the diplomatic policy maker, academia can be somewhat intangible, when they are dealing with a world of tangibles. Even where insights are to be found it can often be lost in too much detail.

The world of the policy maker is to prepare or distill complexity into sharp analyses and to pass that in a timely fashion to the decision makers (in democracies ministers who are often elected by the public). Those decision makers are dealing with levels of complexity across a variety of regions and themes and there is a limited bandwidth for comprehension and capacity to absorb. Ultimately the policy maker will say that they have to take a decision, which often involves risk, something they might think the academic is immune from. One could hazard a guess at what an academic might say about the diplomat. Perhaps someone who has a superficial grasp of a region or a theme. By their nature most diplomats are not experts. The academic might suggest the diplomat does not have a thorough enough grasp of the detail of the area they are dealing with. Perhaps they ignore essential detail in the desire to distill complexity. They might not get the context right and may ignore the particular history of the region. Worse they may come with a fixed view of what might work at home or might have worked elsewhere and try to shoe horn in the policy remedies in an entirely inappropriate context. We can all think of policies which were inappropriately applied or implemented and in an untimely fashion. But the reality is often quite different – a good diplomat will access academia when working on a particular area or theme, as much as a good academic will want to ground their reasoning in a particular context and to test its applicability by consulting a diplomat. But the latter might be more difficult than the former as diplomats tend to sit behind quite high barriers in terms of security and secrecy and thus cannot always be the easiest to access. What is clear is that the worlds of academia or university and diplomacy are still too far apart. That is why over the course of the next few days we will explore how one could better aid the other. As we discuss these issues of co-operation we should remain mindful of the fact that there is a growing chorus of opinion which questions the utility of diplomats and universities in the modern era. Some ask if it is necessary in this age of instant communication to have a traditional global diplomatic corps. They ask if they are worth the financial expense, if they are simply keeping the lights on or flying the flag. Some claim there is no distinct diplomatic cadre of staff anymore and the diplomatic service is interchangeable with the domestic civil service. Many critics of diplomacy would argue that journalists or NGOs could provide the same information and analysis faster and better than the rather more cumbersome diplomatic machine. Universities too are under question. In the age of the Massive Open Online Course (MOOC) some question the future of universities as we know them – or as we have known them for the past thousand years. For others it is not just the means of education which is under scrutiny, but the very philosophy of a university. Some see the university as more of a polytechnic offering something narrow rather than broad and simply being about a job rather than learning. The challenges for diplomacy in what must at times seem like a world which is slowly slipping into anarchy, is how to integrate and source deeper knowledge into the formulation of policy so that it is accurate, informed and appropriate. This will ensure that the approach is sufficiently stress tested and that it is getting the right sequential balance between accuracy and advocacy. Policy, to be effective, should advocate a course of action, but if the advocacy is based on wrong or incomplete analysis then it is not authoritative or accurate. The second challenge for diplomacy is how to ensure that it does not simply reflect a partial reality of what it sees. If the diplomat is too partial or attuned to a particular global philosophical or cultural framework then they will fail to do the work of a diplomat and simply interprets thoughts and actions through a faulty prism. The risk in diplomacy is to imagine that the more familiar (which usually means one's own system) is the norm and all else which we encounter which is therefore different from that is somehow abnormal. When faced with the 'abnormal' our instant response can be to impose a solution which might be familiar to us. We can in a way expect societies to change to our normality or to in a way 'fast-forward' their development. Such an approach whether with regard to the adoption of democracy or a hasty application of values can carry huge risk and result in pushback. A diplomat

one would hope could see the flaws in their own system and therefore encounter other cultures and systems with a degree of humility and openness. That openness could leave open the way for fruitful dialogue and unconventional thinking and approaches. A diplomacy which relies on domestic civil servants with limited experience of other systems will see difference through the domestic prism, and they are likely to misread cultures and civilizations because they lack the wider comparative framework which the diplomatic and academic life brings. This brings us to application, something every policy maker has to think about. How could all this be translated? I can only suggest some signposts which academia might find helpful when working with diplomacy. The list is by no means exhaustive, but it is a start and it might help us foster stronger ties between universities and diplomacy to the mutual benefit of each. The points are: 1. **Relevance**. Is the research or expertise relevant to the topic under examination? Are the conclusions properly teased out and tested to have impact? 2. **Timely**. Is the research reaching the intended audience at a time and in a manner when it is needed? Is the menu of delivery accessible? There can be a significant time lag in the research cycle in academia from conceptualizing the idea, getting the funding, doing the research and then publication. One solution might be for foreign ministries to commission more direct pieces of research from a wide variety of sources rather than continue to rely on in-house research. 3. **Context**. Have patterns or generalities been drawn out of the findings which might shed light on why someone or something is acting in a particular way. Does the current or historical context offer some guidance which could help to explain behaviour? 4. Is the research **prophetic and strategic**? Does it scan the horizon and help to develop strategies which put us in a better place to tackle problems – or anticipate them in a timely fashion. Is it preventative or is it responsive? 5. **Prioritization**. In a world of competing and pressing interests how could diplomacy and foreign ministries get better at prioritizing policies? How could they avoid falling into the trap of prioritizing the policy of the loudest lobby group? 6. **Impartial, independent and integrity**. The product should not result in tailoring the advice or the recommendations so as to maintain access to decision makers. To avoid group think, the academic must be prepared to challenge conventional wisdom and challenge error. Do not become a state patsy. How to control for bias, selection, cultural etc? How does one control for bias and avoid relativism or paralysis in decision making? 7. **Challenge**. Only robust challenge will test recommendations. 8. **Mitigate**. Academia has links which diplomacy does not and is not hampered by the safe national trust barriers which foreign ministries have. Universities could be an alternative source of diplomatic relations through a renewed emphasis on area studies. 9. **Personal and People**. Factor in the human and personal into the policy decision. Diplomats (Western ones in particular) are more comfortable analyzing themes, systems and structures rather than people. Intelligence agencies, I have found are better at understanding people (but for different ends than the diplomat). They seem to have a better grasp of why people act as they do and are as they are than their diplomatic colleagues. Academic, especially historians are excellent at factoring in the personal and cultural. Too much of that is lost in day to day diplomacy.

The task is simply to remain true to the challenge laid down by John Henry Cardinal Newman in the 19th century when he said *‘a university training aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life.’*¹ Thank you,

¹ Newman, John Henry (Cardinal), *Idea of a University*, London, 1952

ITALY

Prof. Massimo Maria Caneva – Coordinator of the Rectors' Conference
University Cooperation promoting Peace and Democracy

One of the basic challenges for the XXI Century is international peace and development in the light of the new world balance. Today, there are problems that can only be solved by action at the global level. New strategic thinking is required to approach global issues and advance “global public goods”. Consequently, international communities must become protagonists of a new strategy to intervene, especially in the crisis areas to promote peace, democracy and socio-economic and scientific development with a strategy based on realistic and effective foreign common policy. Such a strategy must include the collaborative efforts of diplomacy and university cooperation, while being rooted in the common goal of achievement of a strong cooperation culture of solidarity capable of understanding local needs and providing quick and efficient solutions that are at once professional and respectful of human dignity. The innovative response of *university cooperation* to the international challenges represents an important tool, starting from a better reconciliation between young people divided by conflicts. This *university cooperation* is also viewed as an essential means of contributing to intercultural and interfaith dialogue. It is important to consider the commitment to fostering reciprocal knowledge and respect, both on a national and on an international level; to analyze the roles of education and academic institutions as crucial tools of public diplomacy in action for young people. Tools which are also vehicles of integration for an effective management of cultural and religious integrations. The traditional “*academic collaboration*” is distinct from the “*university cooperation for peace and development*” understood as a strategy of action aimed to build a more developed and peaceful society. In fact, university cooperation needs to manage and deal with a double problem of independence in order to face the challenges to which it is called: from one side, it has to tackle the problem of research, didactics and operational services naturally built into the academic structure; from the other, it has to deal with the necessity of reconciling technical-scientific interventions, that must be tailored to the real demands of the local populations whose needs become are gradually discovered as the project proceeds. For this reason, when we speak about university cooperation we don't refer only to the exchange of lecturers and researchers - which is usually the objective of traditional forms of academic collaboration - although this kind of activity may be very useful. University cooperation implies a more general strategy based on both analysis and action, of training and research in the field, of cooperation among the academy and civil institutions, diplomats and international organizations, volunteers and peace forces, in order to provide support in both the prevention and solution of crisis promoting future development. International peace and stability are the essential conditions through which every single citizen of the world can realistically and freely and fully participate in the building of their own future. In the crisis areas, only the interventions open to a strategy of cooperation, dialogue and comprehension between the parties are those that favor peace and social stability. These initiatives are mainly a “cultural question” that requires not only the knowledge of the specific necessities of these countries but also an understanding of their cultural, historical and geographical roots as a guarantee of a real peace process respecting their identity. In this picture, the role of universities is clear, in that they are the privileged place, not only for the formation and a guarantee of scientific progress, but above all a substitutable instrument in affirming and promoting the fundamental human rights of the future generations. Diplomacy, International Institutions and universities must promote the formation not only of people able to ensure rapid and efficient or effective humanitarian initiatives from a organizational and operative point of

view, for example the refugee population in crisis areas, but through these initiatives obtain the promotion and the defense of human rights that are at the roots of a real and personal responsibility in the social protection of the human being and the improvement in the quality of their lives. The “global society” that one often speaks about would never exist if one did not refer to the concept of “global responsibility” that must be exercised in everyday life. This central role of the universities could be considered as an action carried out by “elite” with respect to many, as I will repeat further on in this presentation. But this is not the case. In fact it is with the widening of the horizons of human knowledge through research and scientific formation that one is able to enable a pertinent analysis of the problems, a 360 degree approach to the human being, to his or her necessities and stimulating the collaboration between populations and individual citizens. Furthermore it is possible to provide the young with an increased comprehension capacity of the importance to dedicate their professional skills to humanitarian needs. We must underline that, in the context of the preparation of specialized personnel for the important international challenges, the most valid strategic approach is that, together analysis, action, formation and research in the field, in cooperation with the institutions, international organisms and volunteers are inseparable realities. For this reason it is not sufficient to be an expert in a specific section to be able to carry out a program of this nature. The University enables, through formation and education in human rights, to reason and analyse the human diversities forming people to be able to satisfy the basics of freedom especially, and above all, with the passing of time. Injustice, economical and social imbalances, envy, indifference that is present raging between the parts represent a threat to peace and causes wars: there are always found at the origin of conflicts and in the prosecution of the conflict situations, ethnic wars, genocides and violations of human rights. In the Universities it is also possible to encourage the understanding of the parts and the collaboration between the different institutions which are charged with the normalisation and maintenance of peace. Organisations that normally are not able to collaborate for institutional reasons in the field, can, within the context of university formation and applied research find common points, know each other better and cooperate successfully in preparing projects that are extremely useful from a social point of view in crisis situations. The collaboration between people begins here, in the classroom, in the corridors of different departments, where together it is possible to give a concrete answer to the needs of societies.



LITHUANIA

Prof. Dr. Kęstutis Dubnikas, Pro Rector of University of Vilnius
The future of training and new international Challenges

As far back as 1995 S. Muller in his article "Globalization of knowledge" said that: "knowledge and understanding is the province of the university, and as of now knowledge has outrun understanding by far. Higher learning must now restore understanding". This has been said having in mind that knowledge is a commodity that can be bought and sold. Let me expand further the setting for this statement of his. The universities of the 21st century find themselves in the increasingly challenging environment caused by globalization and rapid spread of information thanks to the development of information technologies, on the one hand, and extremely uncertain realities of peace and reoccurring humanitarian crises, on the other. Add to these historical perception of the role of academia, pressures for regional identity combined with European approaches, national agendas and settings that to some extent determine institutional profile and one may see that understanding of all these factors become crucial for the success and development of humanity in general and the university in particular. Understanding of these factors, and more importantly, understanding that most of them are brought about by human beings, brings to the forefront the primary role of the university as a developer of human values, responsibilities, and active civic positions. In other words, the university should "restore understanding" of values and responsibilities not only for itself but also for its alumni - the individuals who will run the world in the future.

So how, this sometimes labeled "cosmopolitan-national-state university", should position its teaching and research to maximally contribute to a more stable and safer world? A place where neither a nation nor individual feels threatened and unsafe and is able to develop to the best of his abilities? The obvious answer seems to be increased international cooperation and internationalization of the university. These seem to be the notions that have been repeated time and again until they become "buzz" words at many universities. However, there are many layers to the perception of internationalization and the reasons for striving for it. The most often quoted aims are economic and political, labour market, financial, cultural and educational. All of them are valid and well rationalized in the scientific papers but none have been researched to the extent to resist criticism or assume top position in respect to the others. Each university has to determine what its goals for international cooperation are and what aims and how well it pursues them by engaging in it. Nevertheless, the present world dictates a more profound outlook for international cooperation among universities - that of Cultural Diplomacy. In order to sustain its basic principles, those of respect and recognition of cultural diversity, global intercultural dialogue, justice, equality and interdependence, protection of human rights, global peace and stability - an institutional ethos, that values and sustains all these notions, has to be developed. Irrespective of the university's profile or perceived challenges, internationalization and cooperation should lead to embedment of those values within its staff, services and across teaching offer regardless of the field of study or research. Some might argue that these approaches are inherent at one's university or that this approach requires a lot of investments in terms of time and money. The others might say that this is by default a natural outcome of university cooperation and does not have to be actively pursued. But let us look at what competences are needed for the modern individual to be able to contribute to peace and well being of the world or nation (we usually look at those that foster employability), and estimate how well equipped our graduates are. To name but a few, are they able to: 1) Appreciate and articulate the reality of interdependence among nations (economic, cultural, social, environmental, political, etc...) 2) to make informed and

reasoned decisions on complex societal issues and preferably see them carried through; 3) deal with ethical and moral problems and take responsibility for decisions; 4) develop global vision of conflict or disaster and awareness of their activities in relation to the risk and consequences; 5) analyze, conceptualize, and assess complex human/societal situations and offer valid and favorable solutions? We may easily banish those competencies to some concrete study or research fields, leaving only the limited number of graduates responsible for the future of the world, or... we, as the university, must seek to educate specialists of all fields with a strong social responsibility and capability for diplomacy and conflict resolution irrespective of their academic background. It is obvious that international cooperation is crucial while trying to build international competencies. It is also important what ethos dominates one or another institution with which we cooperate. Therefore one may only hope that more and more universities will "restore understanding" of their roles as Cultural diplomats not only for each other and societies they function within but also instill the wish and give means to undertake this mission into their graduates. After all, it is they who will inherit the mandate for the world's future.

AUSTRIA

Prof. Dr. Heinz W. Engl - Rector of the University of Vienna

The View of the University of Vienna in Connection with the Topic of the Symposium

The University of Vienna is one of the oldest universities in Europe, we will celebrate our 650th anniversary next year. It is also one of the largest universities in Europe in every respect, with 92.000 students and 19 faculties ranging from theology via humanities, law and social sciences to natural and life sciences. Our close to 200 teaching programs are deeply rooted in research, since we consider the connection between research and teaching as one of our main principles. The University of Vienna is located in a city with great historical, cultural and political significance in the center of Europe. We see university cooperation, the topic of this meeting, broader than just the traditional exchange of lecturers and students; we are a quite internationally oriented university both as students and as professors are concerned. It is of major importance for the University of Vienna to make a contribution not only to the international scientific community, but also to the society in Vienna, Austria and beyond. As part of our anniversary program next year, we will host a conference with the title "Global Universities and their regional impact". In this conference, rectors from some of our international partner universities, politicians and industrialists will outline their visions for the role of a university in their regional economy, culture and society. With its size and breadth, the University of Vienna has a unique chance for interdisciplinary research. We organize this in the form of "Research Platforms", where funding for research projects involving at least two different faculties is available on a competitive basis. One such research platform concerns South Eastern Europe in all its aspects, from history via philology, politics and theology to law. Another such platform concerns migration and integration, a topic which is also of major importance to the society in Vienna. We also analyze the obstacles for access to universities for prospective students with a migration background and try to provide solutions to improve the current situation. Another project in this context is our plan to install, in addition to our curricula in catholic and protestant theology, a bachelors' program for Islamic theology. Another research platform concentrates on the topic of "Human Rights in the European

Context” and has not only scientific, but also international political impact. We also cooperate with the Diplomatic Academy in Vienna in a joint program for international master’s students in a curriculum called “Master of Advanced International Studies”. The University of Vienna is also the largest teachers’ education institution in Austria and thus has a large impact on the education of future generations. The new Horizon 2020 program of the European Union will provide new opportunities for universities to cooperate beyond disciplinary borders, and the University of Vienna is prepared to play its role in this new program.



SWEDEN

Prof. Jesper Falkheimer Rector Campus Helsingborg, Lund University
The Future of Training and New International Challenges

In 1983 the French philosopher Jean Baudrillard concluded that: “We are in a universe where there is more and more information, and less and less meaning”. In my intervention I will focus on the aspect of digitalization, information overload and universities. The so called information society, a concept that was placed on the international agenda by the American sociologist Daniel Bell in the 1970s, is as we all know driven by technological advancements in microelectronics leading to the current digitalization processes in all spheres of society. The new modes of production and distribution of information in a globalized run-away world, to quote Anthony Giddens, has changed the structure of society at a global scale. This is also valid for universities. The new communication paradigm, with increased information flow, transparency and new forms for production of meaning, is now becoming more and more evident for different institutions. Universities all over the world have created web sites, web systems for teaching and so forth. Still, universities have not gone through a digital revolution similar to the one that several other organizations (corporations or governments) have. The new communication landscape brings forward possibilities and problems for universities. On the one hand side communication technology increases the possibility for university cooperation, internationalization and easy access to scientific results all over the world. International relationships and collaborations between universities and between universities, governments and corporations are made easier. Creating MOOC:s (massive open online courses) is another possibility for opening up universities to international students that do not have the opportunity to enter higher education due to

economic, social or other reasons. From this perspective communication technology makes the academic world more free and global. On the other hand side the new communication technology may lead to information overload, information stress and, according to some, threatens long-term analytic and reflexive thinking. Speed and accuracy seldom work well together. The distribution of power is also, despite earlier IT liberationist's visions, not equal in digital society and major commercial actors dominate as owners of the new structure. When it comes too scientific results these must always be questioned and validated and this is something that we all do in our system. But in a digital world science may be questioned in ways that are not constructive and non-validated and dangerous rumours spread in ways that we may not be able to control. Lund University seeks to be a world-class university that works to understand, explain and improve our world and the human condition. A vision that is probably not very different from other universities visions. We all believe that education and research are fundamental for development, democracy and human rights. What I would like to emphasize here is that universities needs to think and act pro-actively in the new digital world, developing strategies and ideas to exploit the positive sides of communication technology and at the same time try to counteract the risks and negative sides.

RUSSIAN FEDERATION

Prof. Igor A. Maksimtsev - Rector of St. Petersburg State University of Economics (UNECON)

Russia and EU: solidarity through University collaboration

At the moment the situation in many parts of the world is very difficult. Political contradictions intensified by economics. Military conflicts, inequality and injustice growth demonstrate the shortcomings of the dominant doctrine of NEO-LIBERAL GLOBALIZATION. We are going through a system crisis. It is a crisis of values, a crisis of outlook. Necessity calls for a departure from a paradigm based on a faulty ideological basis. A paradigm, in which a HUMAN BEING, a thinking and sociable creature, is diminished to the level of an 'economic atom', which is viewed as primarily a SOURCE OF CONSUMPTION, and not as a source of reproducing humanitarian traits, is flawed and leading nowhere. We need to return the 'human' back to the human community. Otherwise, we will continue to see the 'militarization of consumerism', when unchecked consumption will be protected by military might of countries. A dialogue of cultures and civilizations ought to be at the foundation of a new economic paradigm. The new paradigm must envisage integral development of nations rather than domination of one over others. Europe is our traditional, important trade and economic partner, and we sincerely want to remain the same in the future. There is no end to evidence that we are inextricably linked to each other. The European continent is inconceivable without Russia, as well as Russia has its roots in European civilization. Twenty years ago, on 24 June 1994 on the Greek island of Corfu the Agreement on Partnership and Cooperation (PCA) was signed by Russia and the EU. Much has been done, but time goes on and we need to go further in the development of our relations. Indeed, over the last 20 years both Russia and the EU have changed. EU and Russia finally should overcome the primitive model of relations ("producer-consumer") and move to a new, higher level of interaction, to more advanced and developed forms of economic and cultural cooperation. Of course, it is necessary to abandon flawed logic of sanctions and inspired by the "cold war" techniques of the "zero-sum game." The basis of our cooperation must be based on the principles of equality, indivisible security and balance of interests. Russia is a full member of the single European educational space. More than ten years have passed since Russia's accession to the

Bologna process. In Russia, as in many European countries, is now undergoing reform of higher education, which aims to enhance its competitiveness, aligned with the new global challenges. The global trend of reform is internationalization of higher education. Moreover, in a globalized economic system before each national university there is a task to make their qualifying degree understandable and recognized not only by students and employers in the country, but also attractive to foreign citizens and organizations, as export of education has become a major source of extra-budgetary funds. The Saint-Petersburg State University of Economics (UNECON) is one of the pilot projects of the Ministry of Education. UNECON is consistently pursuing a full-scale strategy of internationalization of the university in the following areas: internationalization of educational programs, internationalization of science, development of incoming and outgoing mobility, development of international consulting. We are deeply convinced that there is no alternative to partnership between Russia and the EU in the long term. We clearly see the vast perspectives and wealthy possibilities for future cooperation between Russia and the EU in the field of science and education. The main thing now, when the Russian-European relations have a certain "catharsis" (regeneration) should be guided with respect to each other is quite applicable to the international relations of the Hippocratic Oath - "first do no harm." If we have shown willingness to work together on a such basis, in retrospect, the 20-year anniversary of the Agreement on partnership and cooperation may be the starting as the point for the implementation of the centuries-old dream of the unity of Europe.

ITALY

Prof. Giuseppe Novelli - Rector of the University of Roma Tor Vergata
Today, the University of Tomorrow

Universities are promptly changing their role: on the one hand, rising costs, funding crisis of central governments, deep changes in demand and in business; on the other hand, the presence of a breakthrough technology, the end of traditional models of teaching and learning, increasing competition for "stealing" talents. American colleges, in particular, are under pressure: some analysts predict mass bankruptcies within two decades (a "creative destruction", according to "The Economist" published in August). And yet, in the recent words of the Rector of Stanford ("the end of the **old-style** lecture"), it is clear that the picture is extremely complex: new challenges faced by the University, both from the organizational and strategic profile. The must is to change, reinvent themselves. In this context, internationalization is fundamental; innovation it is the future (for example, cloud solution is the strategy capable to increase knowledge, by improving the access, integrity and availability of data, by sharing information, by breaking down the obsolete architectures and by opening up virtually to the world). In general, the goal is: creating, preserving, integrating, transmitting (from a traditional point of view) and applying knowledge (from an innovative point of view). In effect we have another crucial area of activities: the so called "Third Mission". What is this Third Mission of the University? The first mission is teaching, the second is research, and the Third Mission is the new "core activity" of the University. Universities need to change their concepts to mimic the industry's and companies and society outside of the University in order to create collaboration for developing ideas and talents to be discovered by industries, comparing with the institutions and the territory; to create a new future.

ITALY

Prof. Mario Panizza - Rector of the University of Roma Tre

The specialised focus that has characterised research in hard science has also partially conditioned other fields of study, where scientific development relies upon operational knowledge and where heterogeneous information leads us to favour overall evaluations rather than limited disciplinary channels. In some fields, both belonging to technologies and human sciences, progress comes from interdisciplinary collaboration and therefore from the ability to understand different languages, to put them in communication and to take into account the individual points of view. In many sectors excessive specialisation may result in delays caused by the constraints of exceedingly formalised systems, which, in fact, hinder the exchange of information. What has been said, while determining a delay in the evolution of science, can, in many cases, cause the psychological refusal to listen, generating indifference to the "words" of others and, therefore, a real impoverishment of knowledge. In these cases, the excellence of a specific field can be of little overall value. In the academic world it is not always easy to develop research topics of joint interest and to share scientific syntony within the same project. Jealousy of the results obtained is most certainly one of the factors causing this difficulty; nevertheless the most important factor is the necessity to guard the borders of pre-established fields of study, which lead to careers and funding. It seems inevitable, however, that some areas of development naturally encourage the sharing of knowledge, as their research topics cannot be addressed if not by mixing skills and, above all, seeking scientific advancement through the composition of the synthesis. An example is environmental sustainability which, in addition to being a highly significant research topic, is emerging as the evaluation indicator, which, together with teaching and research, will have the task of ranking universities. It collects an increasingly broader range of insights that, starting with the frugal use of energy resources, extend to the potential that the universities and other public institutions, should develop and offer as social and economic heritage. Sustainability, a priority, translates into optimizing resources, building a set of virtuous behaviours aimed at enhancing all relations with the outside environment. The scientific commitment, in this context the political commitment as well, cannot remain sectorial: it must involve all those who, directly or indirectly, are at the core of the development of the territory and society. In this brief list we may identify some priority areas: monitoring, in all universities, the energetic performance of buildings in order to identify wasted resources and to reduce energy consumption, practice which also allows universities to participate in the international rankings dedicated to environmental sustainability and policies; encouraging research on the improvement of living conditions and supporting the direct experimentation that combines interdisciplinary expertise on sustainability; promoting both the acquisition of specific knowledge and skills, as well as a historical-critical culture on environmental issues and on the indispensable protection of the balance of eco-systems; enhancing a balanced commitment in teaching and research to strengthen the social value of university education, in order to solidify the scientific "partnership" between "academic" culture and "militant" culture. At the centre of this objective we place the relationship with the labour market and the economy, reassembled on a solid foundation of professionalism, which will enable young people to govern, beyond theory, the work programs. Aren't alterations and intolerance the direct consequence of a mutual lack of knowledge and understanding? In education, when you neglect practical application, and everything remains anchored to ideological premises, the lack of communication between different languages is enhanced; offering an urban model of reference, within which the individual universities can play an active role in planning and organising goals. The commitment, as a whole, should aim to rethink lifestyles and users' behaviours; identifying socially relevant themes and building around them initiatives that will allow students to learn

through direct experience, and stakeholders to benefit from all levels of academic skills. As a meaningful example concerning Rome, the phenomenon of immigration, which could represent an opportunity for master students to improve their skills while offering a social service: teaching the Italian language and literature, law, customs, history and the culture of our country. Interdisciplinary and the circulation of excellence do not only affect some subject areas, such as environmental sustainability, but they also represent a method aimed at improving an education system that is compelled to become more unified. The best example is the case of distance education, which has now become an indispensable element of teaching. Together with its practical benefits, e-learning also creates a social effect, by no means of secondary importance in the education of the students. The participation of the entire learning community to the evaluation of the homework facilitates both the communication with the teacher as well as the "sense of community" with the other students, encouraging individual contributions to the work of the group. Our joint commitment must be to find common patterns and platforms that allow us to encourage a positive competitiveness among universities and to ensure the highest levels of quality. To achieve this goal it is necessary to use advanced technological equipment and to keep up to date with the newest trends. However, this is not enough: universities must prioritise joint collaborations aimed at a broader scope of knowledge, each guaranteeing their respective input in terms of excellence. The use of internet and e-learning in a blended system that maintains in-class tests, and that relies upon the best practices of the universities involved while allowing the student to customise his/her personalised curriculum on the basis of the excellence offered, is the opportunity we must take. A centrally coordinated initiative seems the most appropriate, but it may encounter various obstacles: high costs; prevalence of the centrifugal competitive logic; difficulties in entering a partially formed market. The risks are there, yet commitment cannot be postponed, it is important to choose clear objectives and, with prudence, make rapid feasibility studies. An effective collaboration strategy will derive from the growth of dialogue opportunities as well as from using the best competencies within a broader context, and therefore the best resources of the various teaching and research institutions involved. The task of the university is to understand the importance of this mechanism, and to get involved with other scientific institutions, aiming to build a network of excellence that surpasses the issue of the "monopoly" of the product. The actions on which to develop the preparation of young people to the challenges of the future must combine different knowledge in order to sharpen a multidisciplinary scientific sensitivity, capable to detect specific skills, at the same time just as sensitive to collect different viewpoints and scientific interests of all fields of study involved.

UKRAINE

Prof. Mykola Pantiuk - Vice Rector Drohobych State Pedagogical University

Prof. Tetiana Pantiuk - Vice Rector Drohobych State Pedagogical University

Peculiarities of education process in terms of information and globalization of modern society

The problems of individual education in terms of technical, informational and globalized society are analyzed; main risks and challenges in educational sphere are defined; the problems of students mobility, the formation of the adaptation concept to the market society are investigated; the specific content of modern education is justified; the entry system of Ukrainian education into the European educational area that involves joining the Bologna Process is analyzed; the main ways of legal, content, financial and social support of Ukrainian education development are identified; comparative characteristics of different educational systems are attempted.

EGYPT

Prof. Seddik Abdel Salam Tawfik Vice President of Alexandria University

Challenges facing research in Egypt and Arab Countries

The challenges facing Egypt's education system are numerous and pressing. These include attracting funding, strengthening research capacity and output, and addressing mismatches between education outputs and career opportunities, as well as issues of quality and access. As in most of the Arab world, levels of investment in research and development (R&D) are quite low, and there are few linkages between higher education and business. Despite this, a university education is still perceived as highly desirable in Egypt. The 2010 OECD report on higher education in Egypt included a number of suggestions for improving this state of affairs. Key recommendations included providing incentives for research collaboration involving universities, research institutes and enterprises in Egypt; and allocating funding to research teams and projects on a competitive basis, with independent peer reviewing of research proposals. As being the second oldest and biggest university in Egypt and Arab world, we still facing the same challenges that universities and research institutes face in developing countries and emerging economies.

The main challenges that we face in Egypt: 1. Lack of a clear Research Strategy and Research Priorities on the national level as well as institutional level. 2. Lack of proper linkage between Research and societal needs in all fields (industry. . Agriculture. . Health.. ect) 3. Lack of basic needs of research infrastructure. 4. Lack of teamwork spirits among researchers (mono disciplinary. . Multidisciplinary and interdisciplinary) **The efforts done to overcome these obstacles:** At the institutional level, we worked upon drafting an *Institutional Strategic Plan* addressing our priorities in view of our national challenges. Regional and international common interests are also considered. A final draft is ready now. 1 - Alexandria University has a clear vision on Academia Industry Partnership. Needs of both parties are considered in this link. **Technology Transfer office (TTO), Entrepreneurship office, Career Development center (TEMPUS funded project)** are all examples of our efforts ensuring this link. **Intellectual Property Rights Office (IPRO)** has a key role in this field as it supports innovative research. These units are all successfully working; in the last year and due to increase university demands to these services, a project funded through Academy of Technology and Scientific Research has been signed supporting horizontal extension of these units as focal offices in ten university faculties and institutes. 2 - A very big challenge stands behind innovative research is lack of research infrastructure (human and laboratory resources). Our **Grants Office** has a clear mission with short term (1 year) and long term (5 year) plan to solve the two parts of the problem. **Human capacity building** through encouraging international training and opportunities of study abroad is achieved through a number of projects offering scholarships and mobility grants in well ranked universities and research institutes (e.g. USAID Cairo Initiative, Erasmus Mundus,...). 3 - Establishment of **central research labs** started 3 years ago through big projects with huge fund granted from Science and Technology Development Fund focusing on our research priorities (stem cell, cancer research and clinical trials). Other 3 projects also funded via the same agency to set up **centers of scientific excellence.** 4 - The last and biggest challenge is the lack of the spirit of team working and dispersing researchers' effort in isolate research islands. Lack of basic needs for research infrastructure and limited research resources lead to competitiveness but in the negative way and loss of motivation. The impact on societies is not as great as expected to be due to the weak relationships and collaborations between actors or end-users in society. Initiatives supporting interdisciplinary research work through establishment of **research groups and networks** (stem cell, liver disease, nanotechnology, food science, renewable energy and sustainable development and management,.....). These

research groups also include researchers from other universities in Egypt and abroad. Another idea to support this team working is substituting departmental labs by **central and common research facilities** ensuring team working. Encouraging **interdisciplinary professional and academic degrees** also helps a lot. 1 -Seeking strategic partnerships: The new vision of AU includes the dimension of “partnership.” This dimension presents the greatest opportunity for achieving the broad internationalization which is aimed. It will involve a network of partnership; (of AU is the hub); with select institutions in other countries that have the knowledge-base and capacity to provide international educational enrichment for students and/or to tackle some of the critical global challenges of our time. This approach has already started in AU by establishing joint and dual degrees with internationally reputable institutions 2 - Off-site Campuses: AU has several off-site campuses; in Beirut, Kuwait, Malaysia, Iraq (Kurdistan and Basra), and in Africa (Juba, Chad, Kenya and Addis). It is well accepted that for achieving international engagements, AU will take time and resources to develop links to such campuses by signing protocols of cooperation and joint education and research activities. Meanwhile, AU is vigorously pursuing strategies that will significantly enhance education abroad offerings, and efforts to internationalize campuses of AU.

PORTUGAL

Prof. António Manuel da Cruz Serra - University of Lisbon
The Future of Training and the New International Challenges

The success of modern Universities depends largely on the quality of their students. The competition for the attraction and retention of talent is changing the European higher education landscape. Significant changes are expected in the next years as a result of the recent developments in many EU countries and in the leading US universities, which are all becoming increasingly global. The mission and the vision of European leading universities are now centered on their global community of students, alumni, faculty and staff, and their impact on Society, as a result of their academic and professional activities. In the present turbulent scenario, higher education in Europe is in a defining moment, where only a few institutions per country can aim to play a significant role in the international context. Leveraging on the achievements, institutional profile, and the breadth and quality of students, alumni, faculty and staff, the University of Lisbon is aimed to be an important player at European level. The top quality of education to be provided to our students, the conditions to be granted for our faculty and staff to fully tap their potential to pursue the mission of the University of Lisbon, and our global community and their links to Society and to our stakeholders are the focus of our activity. The University of Lisbon will foster a global culture of internationalization, by providing conditions, formal mechanisms, and financial support for both outgoing and incoming faculty and students. We are committed to promote synergies between pools of knowledge to address the main challenges of society, to strengthen the conditions for research, development and innovation activities, according to the highest international standards.

NETHERLAND

Prof. Elmer Sterken - Rector of University of Groningen
EU University Cooperation

Dear Colleagues, Let me start by thanking the organizers for inviting me to this highly-esteemed conference. I'll be happy to share my thoughts in 5 minutes, looking from the perspective of a 400-

year old top-100 university in the North-western part of Europe. In celebrating our fourth centennial we organized several meetings to think about the University of the 21st Century. This is not an easy task, I am fully aware of that! Let me start by highlighting the challenges that I think universities will face in the upcoming decades. First we will observe a further increase in international mobility of students. As transportation costs will decrease and international borders will become less prominent our students will go and move, even more than they did so far. Secondly, there will be an increase in international competition in research, especially by universities in the new and strong economies, like in Asia. Third, I am convinced that there will be a huge impetus of further improvements in the use of ICT, especially in education. As a result education will be more focused on 'competencies based in theory' than on 'acquiring knowledge' by students. I will comment on this in a few seconds. And lastly, and I think this is very important, our institutions need to become fully 'open' in all dimensions: open access, open resources, open to the public, open science. Knowing these changes that I foresee, I will focus on two elements that I think that are crucial in our ideas about future education. These are 'Employability' and the use of new technologies in education. Let me start with employability. It is well-known that about half of the jobs as we know them now, will become obsolete in the next one or two decades. The major cause is further use of ICT. Other, more demanding and knowledge-intensive jobs will fill the gap. This implies that we need to adjust our preparation of students. We don't need to train them very precisely for a specific job, but we need them to learn how they can use their theoretical knowledge in new and rapidly changing circumstances. It is more important to know where to look for information and how to value information or how to judge new information than actually to have all the information in your brains. It is more important to know how to cooperate and to form new teams than to prepare for a stand-alone job. Related to this we need to realize that education in our universities has to change. The traditional classroom lectures with 'memory'-examination at the end of the course are outdated. We need to flip the classroom, let students prepare before class starts and have better discussions in class. We need frequent testing of the abilities and knowledge of students: why not give a test in your first meeting with the students? We need more project-based learning. If a student considers herself to be the owner of her own learning-career, it is likely that success rates will increase. Projects also are more suitable for group learning and peer-review. We need also to adjust to use of short-video instructions, or just-in-time education. Document sharing-tools will become more popular. Summarizing, learning will change. Our staff will need to adjust their educational methods. Let me close with one important observation. As our world becomes more international, our classrooms will be filled with international students. I think that we have to make use of the heterogeneity of the different cultural backgrounds of students in class. Let students participate actively from their own perspective. This will be the international classroom! I am an optimist and looking forward to the future. I thank you for your attention!

CROATIA

Prof. Rev. Željko Tanjic - Rector of Catholic University of Zagreb

Last week I was participating at a Conference organised by the Nanovic Institute, sited at Notre Dame University. The Nanovic Institute, among others activities, brings together a number of European Catholic Universities and fosters mutual cooperation among them in order to strength academic and teaching standards, but also seeks to improve their impact on society. The title of the Conference was Sources of the Civic: Catholic Higher Education and Democracy in Europe. Among other things we discussed the Charter on Education of Democratic Citizenship, a basic

document on education from the Council of Europe. The vice rector of the Catholic University of Ukraine, Prof. Turchynovskyy, pointed out that it is most interesting to see how words such as 'dignity' and 'person' are mentioned but once, and words like 'solidarity', 'common good', 'love', 'community', are not mentioned at all in a document that should be a guideline for the education for democratic citizenship of over 500 million Europeans. The representative of the Pázmány Péter Catholic University from Budapest, Prof. Dobko, stressed that "the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education shows awareness that education for democracy cannot and must not be reduced to acquiring information and knowledge on what democracy is and how it functions." Such crucial statements as the Framework of Qualifications for the European Higher Education Area (QF-EHEA) and the European Qualifications Framework (EQF) - which define expectations for learning outcomes and competences within European educational institutions - mention many great things except civic knowledge, skills, or virtues. They refer to the abilities of students to integrate knowledge and handle complexity, to critically analyse, evaluate, and synthesise new and complex ideas, to reflect on social and ethical responsibilities linked to the application of acquired knowledge, to apply knowledge and problem solving powers in new or unfamiliar environments within broader and multidisciplinary contexts, to make a contribution through original research that extends the frontier of knowledge, etc. But these documents clearly lack any explicit reference to civil engagement as an expected outcome and reward of education. My question is this: how can we talk about the future of training and new international challenges if, in the light of rising social problems in Europe, the challenges to democracy, with more and more young people involved in fundamentalist movements and without having any meaningful interest in their own society, we fail to see that academic excellence and research quality have to be put into a broader educational challenge – as it must for every type of university education of a complete person; responsible and aware that the use of the power of knowledge depends on the ability to serve better the future of all humanity ?

ITALY

Prof. Antonio Felice Uricchio Rector of University Aldo Moro of Bari

Knowledge and learning in the age of globalization: what role does the university play?

In the historic processes of the "planetary society of knowledge", education has always been a current and highly important concern. In the current context of an advanced industrialised society a different social structure is being created which goes beyond international borders and covers the entire planet thanks to information and communication technology. The European Union has stated that the creation of a Knowledge Society is a primary objective in the strategy of Lifelong Learning: from the Memorandum on Education and permanent learning in Lisbon, the Barcelona declaration on "A Competitive Economy based on Knowledge" and the Berlin directive on excellence and the quality of knowledge teaching. We can have a clear idea of how global citizenship may contribute to the long term goal of sustainable world development. This raises two main questions, namely, what are the key competencies needed for people to be able to adapt to this rapidly changing and highly interconnected world and how we can provide people with adequate opportunities to learn these competencies. Education in general, and university programs specifically, are the most effective means of building global citizenship. The relationship between technology and social development has always been central to the political and economic plans of the European Union.

There is no development without innovation and without innovation there is no scientific research which then becomes important to determine a strategy in the field of science and technology with clearly defined lines of action and characterized by choices based on reliable surveys and analysis. It is in facing these challenges that universities are playing for the future: knowledge and global expertise will shape the citizens of the new millennium. **Key words:** *education, democracy, information technology, European Union, globalization.*

POLAND

Prof. Władysław Zuziak - Rector of University John Paul II Cracovia
Social responsibility of the Catholic Universities

Universities are an intellectual support of the society, an important element of its continuity and a space where the culture is created. This implies their duties, responsibilities and this is the source of their authority. Nowadays, however, universities face new challenges. One of them is economization of the world's values. This phenomenon produces the conflicts of interests and leads to polarization and atomization of the society. Economization afflicts universities as well. They transform into companies "manufacturing" expected research and "useful" graduates. The role of universities changes: they cease to play their role of being a place of shaping moral standards, solving social conflicts. A mission of university limited to teaching and conducting research is not sufficient enough. Catholic universities particularly cannot function as so called "enterprising universities", because they would lose their identity. Their active participation in on-going social life requires applying a mediate model of academy, characterized as "university of cooperation and co-responsibility". According to this project, university is supposed to work for the prosperity of society and fulfill its historical, scientific and culture-creating functions. Catholic universities, from the very beginning, pretended to fulfill these tasks, in both social and international dimensions. Obviously – as Pope Francis pointed –while realizing this mission we must also care for keeping own identity and for bearing witness to christian values. It requires not only developing skills of analysis, synthesis or self-education, but also awaking specific social sensitivity. In this case, solid cognition of the content of Christianity seems obvious, too. As a great thinker Jean-Luc Marion pointed out, simplified theism is a source of atheism. Therefore, Catholic Universities have a task to increase the knowledge about Catholic faith, message and associated values among Catholics and representatives of other religions. Achievements of contemporary civilization do not bring understanding, happiness or liberation from unfulfilled desires. They can be achieved only by recognizing all the dimensions of humanity and by supporting harmonious development of human spirit. A vision of role and place of a human in the universe proposed by Catholic universities and the Church, is one of the propositions for the contemporary culture. It is, though, and important vision and an attractive one, even for the people from other cultures. This vision is worth deep understanding as well as developing, because its inherent potentiality may contribute to consolidate peace and built a harmoniously developing society