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Towards a European Network of UNESCO Associated Universities

An Invitation to Get Involved

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Foreword

The purpose of this publication is to inform a potentially interested audience about the concept and the present state of the UNESCO Associated Universities Project (UAUP) and to encourage those who are interested to get in contact with each other and exchange ideas and experiences as a first step in a longer process leading towards a European Network of UNESCO Associated Universities (ENUAU).

Therefore, dear reader: Please consider this as an invitation to check how interesting this project is for you and/or your institution; how it relates to your own work; if you know about people or institutions working along similar lines; and to send me some information on this.

In the core of this publication a paper is reprinted which I wrote for UNESCO entitled: Terms of Reference for the Feasibility Study of the UNESCO Associated Universities Project (UAUP). This paper was discussed at an international expert meeting in Tunis, september 21 to 25, 1991 (The Integregation of International Education Into Higher Education). The version reproduced here is slightly revised to pay tribute to the Tunis discussions. Beyond this, no attempt was made to bring it up to date or modify its arguments. An Appendix was added which serves to provide some more recent thoughts and developments especially about the Trier University pilot project, i.e. the Centre for European Studies. A UNESCO publication is being prepared which will describe the other pilot projects in other regions of the world presented at the Tunis meeting.

The pilot phase of the UNESCO Associated Universities Project is under way. Its primary goals are (1) to extend the idea into regions other than Western Europe and North America, especially into the so-called developing world and into Eastern Europe, and to stimulate and encourage others who feel attracted by the concept to develop their own pilot projects; (2) to develop a strategy for the world-wide implementation of the project and to make practical steps in this direction; (3) to give some room to the existing pilot projects to develop, mature and institutionalize in their respective contexts and to evaluate and document their experiences. Parallel to this, wide and open consultations are to be held and the Feasibility Study will be completed.

With the present publication, an implementation strategy is initiated and tested. It is mailed out to a number of European institutions of higher education which, according to an International Association of Universities/UNESCO Information Centre directory, may be especially interested in learning more about the project and possibly in taking an active part in it. A first round of consultations with those who respond positively is supposed to show who are potential partners for a European network. A workshop in the first half of 1993 may then discuss a draft version of the feasibility study and think about further steps.

UAUP may include institutions of higher education and of research, although the emphasis is on teaching (an International Social Science Programme, also in the phase of a feasibility study to be completed, may be seen as some sort of UAUP's research counterpart). The important characteristic is that interdisciplinary, future-oriented, policy-related work on European issues (with a strong emphasis on the position of Europe in the global society) already is or is intended to become an important part of the institution's activities. The goal of UAUP is to promote international understanding, cooperation and peace and to further the respect for human rights and fundamental freedoms; networking is seen as an instrument which leads to truly international

studies in higher education, including the exchange of students and faculty in the network. To achieve this, the institutions part of the network must have a number of common elements in their curricula and/or research programmes. Only then would it make sense to prescribe a semester or a year of studies abroad or an internationally comparative diploma or master's thesis.

UNESCO Associated Universities and especially UAUP networks will, after the Project has been firmly established by the 27th session of the General Conference, enjoy certain benefits and privileges in the access to UNESCO resources. For European institutions, additional support might become available from the Commission of the European Communities if the recent Memorandum on Higher Education is being developed into a programme.

In no sense must a European Network of Associated Universities be allowed to become part of a "Fortress of Europe"; in the opposite: Not only must ENAU be accessible to others living outside of Europe but also should the experiences made with the implementation strategy described here be shared with interested parties in other regions of the world.

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**UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION**

Terms of Reference of a Feasibility Study

for the

UNESCO ASSOCIATED UNIVERSITIES PROJECT (UAUP)

prepared for UNESCO by
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* The Division of Higher Education and Research of UNESCO wishes to thank Professor Dr. Bernd Hamm for this study. The author is responsible for the facts presented and for the views and opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.

I. Introduction: Intentions and Character of the Paper

1. By Resolution 7.1, adopted at the 25th Session of its General Conference in 1989, UNESCO approved the proposal of Germany to study the "feasibility of launching an international network of associated universities which could complement the efforts of the Associated Schools Project in the implementation of the 1974 Recommendations."

2. This initiative did not develop in isolation. It came out of an already complex and effervescent situation where several sets of ideas were on the table to be tested and, if positively assessed, implemented. These include, in arbitrary and incomplete enumeration:

a. An initiative taken under Major Programme I in the Biennial Programme and Budget for 1988/89, to draw up, "on an experimental basis, at under-graduate and postgraduate levels, of teaching and research programmes centred on the analysis of world problems, their interdependence, and their implications for the future, with a view to better understanding of this new area of knowledge and acquainting certain researchers with the findings and methods of future-oriented research on world problems. Incorporation of these programmes in the curricula of certain universities with a view to providing further training to particular groups of graduates from higher education" (para. 01005 - 2.3 in 24 C/5).

b. The provisions contained in the Third Medium Term Plan of UNESCO for the 1991-1995 period (para 397 of the 25 C/4), to "support and promote the regional and international networks of institutions of higher education and research on peace and international understanding".

c. Project UNITWIN and its adjacent UNESCO Chairs scheme, launched upon the initiative of the Director General of UNESCO with a view to reinforce inter-university cooperation and academic mobility through twinning, networking and other linking arrangements among universities and having as their primary objective to assist the developing countries in building up their high-level training and research capacities.

d. The proposal to set up an integrated network of European university studies and research, under the provisional title of The University of the Peoples of Europe, which was launched by the Soviet Union during the Fourth European Conference of Ministers of Education (MINEDEUROPE IV, 1988) and was reinforced at the 25th session of the General Conference of UNESCO in 1987.

e. A series of expert consultations held on related topics, notably by the European Academy of Sciences, Arts and Humanities together with UNESCO, from december 1987 until july 1989 to discuss some projects in global and future-oriented education, and to stimulate others.

f. Prep.21, an initiative of the World Future Society, to introduce Futures Studies at all universities by the year 2000.

g. Other programmes related to international education at universities throughout the world which are currently being assessed by the joint International Association of Universities/UNESCO Information Centre (Doc. ED/91.Conf.612.3).

3. Work done by the United Nations University and by the University of Peace with which UNESCO cooperates closely and for the activities of which it has been assigned special responsibilities by the United Nations General Assembly, has also been essential to promote teaching and research on global issues at universities world-wide.

4. Moreover, UNESCO has made it its duty to associate itself with numerous other initiatives taken by various institutions and non-governmental organizations which are active in the area of peace and human rights education and research. The UNESCO World Directory of Peace Research and Training Institutions, in its 6th edition published in 1988, contains 310 entries, a large majority of which are university institutes, centres and departments. Similarly, the World Directory of Human Rights Teaching and Research Institutes, produced by UNESCO in the same year, contains 331 entries and once again most of them are based in universities. Of the over 500 non-governmental organizations with which UNESCO maintains co-operation relations (depending on their status of association with UNESCO: A, B, or C), the academic and scientific ones represent a large majority. UNESCO has established recently a special framework for cooperation with some 25 major NGOs of higher education, including the International Association of Universities (IAU), the Association of Commonwealth Universities (ACU), the Association des Universités Partiellement ou Entièrement de Langue Française (AUPELF) - all having category A status with UNESCO, with the regional university associations in Africa (AAU), Latin America (UDUAL), Arab countries (AAU) and Europe (CRE), etc. It is a Collective Consultation which reunites periodically to establish priorities in the work they agree to undertake jointly.

5. All these developments and initiatives point to the fact that a stage has been reached when the wish expressed by the Member States of UNESCO at its last General Conference in 1989, namely to enhance the level of involvement of higher education institutions in teaching and research activities related to the global problems of humanity through setting up a system of UNESCO Associated Universities similar to the UNESCO Associated Schools Project is both desirable and feasible. An analysis of the initiatives presented under paras 2 and 4 above point to three elements which they share in common:

(a) They all are directed to, and rely on the active participation of, institutions of higher education. Institutions of higher education are especially relevant because they form the main actors and the decision-makers of tomorrow's political, economic, educational, cultural, communication, and scientific scene. It is therefore extremely important to give these people a perspective and an understanding of the global society and of urgent world problems, i.e. peace and human rights, development and the protection of the environment, which goes beyond the narrow limits of specialized disciplinary studies. As they are not only decision-makers but also opinion leaders, such understanding may gradually diffuse, via the media, to other levels of the education system and will thus indirectly influence the perceptions and outlooks of large proportions of the population. It is therefore surprising that the Associated Schools Project, despite its great success and wide acceptance, has not yet been successfully and on a large scale extended into the systems of higher education at an earlier stage.

(b) They all have in mind teaching, training, and research programmes devoted to a broad variety of issues and concerns which will be called "*studium integrale*", i.e. curricula which complement academic studies in any special field with transdisciplinary,

problem-oriented, future-oriented, global or at least international contents. "*Studium integrale*" means something which gives a common background to the multiplicity of academic disciplines, traditions, or schools of thought. It is not to be mixed up with interdisciplinarity in an additive sense. It is rather a concept of transdisciplinary or meta-disciplinary learning. Its basic assumptions are that (i) all scientific problem-solving strategies have their origin and end in society. There is no research problem which has not found its definition and acceptance in social processes, and there is no research result which would not have its impact on society; therefore, a "*studium integrale*" must transmit a basic understanding of the individual, society and environment and their mutual interdependence, including one's own role as an academic and a specialist in society, and a critical reflection on the role and ethical responsibility of all the sciences; (ii) in our days of history, there is only one way to understand and define society, i.e. as global society. It is the future of this global society which strongly demands for new orientations in an age of profound social change as the one we live in. Consequently, a *studium integrale* must rest on the concept of global society for which we are responsible, and thus have a strong basis in global social sciences (in the broad sense, including aspects of history, political science, human geography, economics, sociology, philosophy, law, psychology and social anthropology; the "non-social" sciences come in where the phenomena they study are directly related to human behavior and to social action as, e.g., in environmental studies, technology and society, or genetic engineering).

(c) They all include the idea of networking and exchange among institutions of higher education. Exchange is a learning experience on the one side, and allows a better understanding of comparative advantages or needs on the other. Exchange creates empathy which is the basis for international understanding, for the appreciation of other cultures and respect for other people. To facilitate exchange, some degree of coordination is advisable. To be reliable for students and faculty, such coordination should be based on networks of institutions of higher education interlinked by contracts for cooperation and partnership. International exchange of students and faculty is the practice of international education.

6. Although many of these ideas have emerged prior to the silent revolutions in the East and the end of the Cold War (it is interesting to see that most of these ideas seem to have flourished by 1987), they have by no means lost in significance. On the contrary, they have rather become more important on the way towards a more peaceful, just and sustainable global society. It seems therefore appropriate to make an attempt for bringing these different ideas and concepts together and find out if these common elements would allow to develop a coherent concept and strategy and thus concentrate scarce resources, avoid duplicate work, and be more effective. This is what the UNESCO Associated Universities Project intends. It explicitly associates itself with the successful Associated Schools Project, and does so in the conviction that (a) the different levels of an educational system should follow some common logic, (b) that these different levels can and should inform and inspire each other, and (c) that education is a life-long process where no major part can be renewed without affecting all others.

7. The importance and urgency of UAUP has to be assessed against the deep crisis of the global society as indicated by severe environmental damages, increasing socio-economic disparities, mass migration, the violation of human rights and fundamental freedoms, and intranational and international tensions and conflict. The Club of Rome has, in his 1991 report, once again emphasized that the synergetic effects of such fea-

tures may result in global catastrophe where the survival of humankind is in question. Some call for emergency education systems, and determined action is certainly indispensable. The concept of UNESCO Associated University has therefore, once accepted by the General Conference, to be rapidly advertised and implemented with the help of international non-governmental organizations.

8. The present paper is not the feasibility study itself, as requested by the General Conference of UNESCO, but defines the terms of reference according to which this study should be elaborated. It describes what types of questions the feasibility study might raise and answer. An earlier version of this paper has been submitted to, and has been intensively discussed by, an expert meeting held in Tunis, Republic of Tunisia, september 21 to 25, 1991, the results of which are included here.

II. Related Approaches in UNESCO

2.1 The 1974 Recommendation and the Associated Schools Project

9. The 1974 Recommendation ("Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms") already contains a clear mandate for UNESCO to be active in this field, and a solid basis and a frame of reference in which the Associated Universities Project is perfectly located. UAUP is, relative to this Recommendation, not new but rather reinforcing. The Recommendation is clear, up to date, and at the same time open and flexible enough to allow for a wide range of variations in its implementation in higher education systems.

10. However, already in 1983, in a document prepared by the UNESCO Secretariat for an Intergovernmental Conference convened in order to review the implementation of the 1974 Recommendation, it was indicated that "there seems to be less concern about introducing international education at the level of higher education" (Doc. ED/83.CONF.214.4, p. 14). Later on in 1986, in Athens, an International Consultation on Ways of Improving Educational Action at the Level of Higher Education to Provide Students with the Necessary Knowledge of Problems Related to Peace and Respect for Human Rights and the Rights of Peoples, underlined the important role of higher education institutions in initiating research and in elaborating educational programmes based on the principles, methods and effects of international education as provided for by the 1974 Recommendation. It is obvious therefore that the UNESCO Associated Universities Project could only be construed in the light of the provisions of that Recommendation and on proposals and other initiatives stemming from it or following the same intentions.

2.2 The Associated Schools Project

11. When inviting the Director General of UNESCO to prepare a feasibility study for launching an international network of associated universities, the General Conference stipulated a link with the already existing Associated Schools Project (ASP), by indicating that the proposed network "could complement the efforts" of the latter in the implementation of the 1974 Recommendation. A few data on ASP might be considered necessary in order to get a better idea of the possible relationship which could be established between it and the projected UAUP.

12. The Associated Schools Project was launched soon after the foundation of UNESCO, namely in 1953, with the aim of helping schools and teachers to put into practice the new ideas on education for international understanding which were being developed by UNESCO. The first meeting of Associated Schools reunited only 21 participants, representing a total of 33 schools in 15 Member States. By 1984, the number of schools associated to the project had grown to approximately 1.800, in 90 Member States. At present, it boasts of over 2.500 schools at primary, secondary and teacher-training levels in 101 countries. The spectacular success of ASP resides in the simple message it carries and in the effort to avoid overloaded bureaucratic structures in its functioning. The Associated Schools do not constitute a category apart of educational institutions: they are part and parcel of the national education systems in the respective countries which pledge to undertake specific measures in order to put into practice the lofty ideals written down in the UNESCO Constitution. UNESCO is linked to the Associated Schools in each country via the National Commissions for UNESCO which is also the body recommending such schools to UNESCO for the "Associated" status. But the most important link is between the associated schools themselves.

13. Initiatives, activities and events are conducted at the local, national, (sub-)regional and international levels. Particular attention is paid to increasing the multiplier effect of the associated schools in other educational institutions. To this effect, UNESCO has launched an Interregional Project (IRP) aimed at: strengthening the ASP national coordinating units; improving linkages between ASP and national authorities, NGOs and the media; developing joint projects such as twinning, other links and the exchange of persons between IRP Associated Schools; other innovative activities, particularly the elaboration of teaching materials to be introduced into the mainstream of educational systems.

14. What has been said above indicates that the Associated Universities Project can make use with great profit of the experience gained by ASP. But it must do so in full awareness of the specificity of higher education vis à vis the other levels of the educational system. This specificity resides not only in its function and tasks, or in the fact that it represents that level of education where teaching, training, research and service to the community are most intimately linked. Higher education also has a special responsibility towards all other levels of education through the training of the staff required by these levels and through the educational research it undertakes. It is in this special position of higher education that should reside both the specificity and the complementarity of the envisaged UNESCO Associated Universities Project and the Associated Schools Project.

2.3 The Six Experimental Projects

15. The six experimental projects which have been assessed at the Experts' Meeting on the Integration of International Education into Higher Education (Tunis, 21 to 25 september 1991), provide valuable information on how curricula, programmes and other activities are planned, elaborated and implemented so as to develop awareness of the students, teachers and researchers in the respective institutions towards a wide range of issues which, although presenting local or (sub-)regional characteristics can only be approached at the global level. The fact that the six institutions are situated in six different regions and are themselves different in nature increases their relevance for the task of elaborating the feasibility study of UAUP. The assessment of the results of these projects made by the meeting, the types of curricula and research they have elaborated and conducted are of a nature to provide valuable hints as to what a UNESCO associated university could be. The difficulties encountered by different projects shed light on the need of a feasibility study. The Experimental Projects together with some others following the same logic and intention and some additional materials, will be described in a brochure to come out in early 1992.

2.4 Project UNITWIN and the UNESCO Chairs Scheme

16. Ideas and modes of action for UAUP can also emerge from recent initiatives taken by UNESCO: UNITWIN and the UNESCO Chairs scheme. The acronym chosen for this project, "UNITWIN" (University Twinning), which will be submitted to the 26th General Conference (1991), "is intended to emphasize its key feature, that is increased solidarity - through twinning and other linking arrangements - among universities throughout the world. More specifically, UNITWIN is aimed at making full use of North-South inter-university co-operation and of international development aid in order to set in motion a process leading to strong, durable links between higher education and scientific institutions, including among those situated in developing countries, i.e. the South-South dimension of inter-university co-operation". Thus, UNITWIN emphasises networking aspects and intends to direct benefits of such twinning arrangements to universities of the South. Institutions of higher education in Eastern Europe will also be included among the potential beneficiaries of UNITWIN, given the fact that the restructuring of the entire social systems in these countries demands a large amount of cooperation, especially in the field of higher education.

17. UNESCO chairs, partly related to the UNITWIN project, is a relatively new and open concept aimed at promoting "the aims and ideals written down in the UNESCO Constitution and to support the execution of UNESCO's Programmes" and at fostering "scientific advancement through research in important disciplines, and to increase the availability of outstanding specialists both in developed and in developing countries". It is expected that such chairs develop postgraduate programmes, become eventually the focal point of a network of institutions of higher education, and possibly develop into Centres for advanced study and research.

2.5 The University of the Peoples of Europe (UPE)

18. This initiative was put forward by the Soviet Union at MINEDEUROPE IV in 1988 and was later endorsed by the 25th Session of the General Conference of UNESCO (1989). In accordance with the relevant resolutions of this body, an expert group was set up by CEPES and a feasibility study was elaborated through a series of consultation meetings held during 1990-1991. The Report on the feasibility study will be presented to the 26th Session of the General Conference of UNESCO (15 October to 7 November 1991) which will have to decide (a) on the appropriateness and feasibility of establishing the university and, depending on this (b) to formulate an opinion on its mission and purpose and also on the optimum models for the structure and conditions of the functioning of the proposed university.

In view of this project, it is obvious that all efforts related to setting up a European network within the context of UAUP should go hand in hand with the development of the all-European university, in order to avoid unnecessary duplication and to increase the efficiency of UNESCO's action in the field of higher education in Europe.

2.6 European Academy of Sciences, Arts, and Humanities; Prep.21

19. Based on provisions under Major Programme I in the Second Medium Term Plan of UNESCO, the European Academy of Sciences, Arts, and Humanities began in late 1987 to organize, together with UNESCO, a number of expert meetings on global and future-oriented education in higher education. The concepts and projects discussed (Paris VI, Bruxelles, Madrid, Trier) were very different with respect to state of development, content and form and were seen as pilot projects in an exploratory phase of the elaboration of a more coherent programme. Opinions in the expert committee differed on how to develop an institutional basis for the project. UAUP takes up the discussions of this group and continues very much along the same lines.

20. Prep.21 is a US initiative born also in 1987 in the World Future Society with a view to introduce, by the year 2000, futures studies in the curricula of all colleges and universities worldwide. The definition of Futures Studies used in this initiative makes clear that it is essentially the same idea as in the other proposals: it is defined as a "broadly integrative area of study embracing trends, forecasts and proposals for human betterment in any or all of the following areas: global issues, world problématique; population, resources, environment; science, technology, society; peace studies, national security; world economy, development, debt, hunger, unemployment; government, macropolicy, policy analysis; education, communications, learning needs; cities, housing, transportation; health promotion, biotechnology, health care systems; methods for forecasting, strategic planning, managing complexity, creating visions". During a recent expert meeting on futures studies organized by the Centre for European Studies (Bosen, August 1990), a state of affairs report made clear that the most ambitious goal of Prep.21 will not be achieved; nonetheless, it continues to be valid, a number of projects have been developed in this or close to this context, and the initiative should be closely associated with UAUP.

2.7 Associated Universities

21. The Associated Universities Project intends to bring all these together. Very generally, the idea is that institutions of higher education which commit themselves to the intentions of the 1974 Recommendation by developing and implementing curricula for *studium integrale* offered to students of all disciplines, undergraduate, graduate and postgraduate, and to a non-university public in continuing education, or faculties or institutes within such institutions, may be awarded the status of UNESCO Associated University which would give them some privileged access to UNESCO resources (teaching materials, fellowships, depository library status etc.). They may form networks under the provisions of UNITWIN to enhance North-South or/and East-West co-operation, and they might be eligible for permanent or temporary UNESCO chairs.

UAUP is not about developing an entirely new project but rather about coordinating existing ones to arrive at a coherent concept in which all elements have their place and weight, concentrating means which are already available, avoiding duplicate work, and making use of synergetic effects. This includes the coordination of work done in different sectors, although relatively independent of each other, in UNESCO. The Intersectoral Committee on Higher Education (ICHE) set up in UNESCO with this aim in mind might be the body which could guide activities related to UAUP.

III. The Task: Feasibility Study

22. The Feasibility Study should, based on the experimental projects, work out several models of how this idea could be translated into practice, and strategies to implement it. In the beginning, a pilot phase is foreseen during which a multiplicity of different concepts can be tested, reported, and evaluated, with only a set of minimum standards given. As a matter of fact, this pilot phase is already under way, with possibly some twenty projects in different regions of the world. With this experience, a handbook with more precise guidelines could be written and more explicit standards introduced. Thus, the UAUP may be conceived as a process open for drawing conclusions from past experience, but also open to accept new and innovative proposals. It will be crucial to find a proper balance between openness and flexibility, minimum standards, and comparability. Insofar, UAUP may go beyond the achievements made by the Associated Schools Project. This should be an emphasis in the feasibility study.

23. The notion of *studium integrale* claims a prominent place in this paper. It might be useful to mention here that this is thought of as a *terminus technicus* for the pilot phase which is not necessarily identical with a label to be used for the implementation of UAUP. The same has to be said with respect to "international education", the term used as a short-hand in the 1974 Recommendations. Such terminological questions will need special consideration and should go hand in hand with the planned reformulation of the 1974 Recommendation.

24. The experimental projects, most useful as they are, reveal one major deficiency: their large majority has been developed in Western countries and it was not denied during the Tunis meeting that this introduces a clear ethnocentric bias. Moreover, it seems that the difficulties in achieving the envisaged goals have been greater in the South than in the West. No case in Eastern Europe has yet been included among the experimental projects. Major efforts have therefore to be made in order to encourage institutions of higher education in the South and the East to join UAUP. This is also important because UAUP explicitly accepts and confirms the goals set in UNITWIN and the UNESCO Chairs scheme.

25. With this in mind, the pilot phase should be kept as open as possible to allow a wide variety of ideas and concepts to be developed and tested. No decisions should be made prior to the end of the pilot phase with a view to restrict the margin of possible solutions. An integrating mechanism, however, will exist in the form of expert meetings with representatives of the experimental projects. During the pilot phase, clear and applicable criteria have to be worked out in order to allow decisions on whom to grant Associated University status.

The following Tentative Annotated Table of Contents mentions the more important aspects which need further elaboration in the feasibility study.

IV. Tentative Annotated Table of Contents

The Concept of UAU

A UNESCO Associated University is an institution of higher education which offers, as an important element of its entire educational programme, a studium integrale as described below.

Education for Tomorrow

Education for tomorrow in the university system must take into account at least two salient features: (1) it is no longer, as it was in the past, that one education before adulthood suffices for the entire subsequent professional life. Education already is for many, and will be a life-long task and experience for all in the future. It is therefore important to have a solid basis of general knowledge on which several phases of specialization can build; (2) the productive and social values of specialization, division of labor, and interdependence should not be neglected; however, it is necessary to understand that specialization without a clear understanding of the specialists' position in and contribution to society leads to social blindness and a lack of social responsibility. Thus, the studium integrale is not to substitute but rather to complement studies in any specialised academic field.

Features of a Studium Integrale for All

The studium integrale envisaged is somewhere at the intercept between peace studies, global studies, futures studies, human rights/ethics, environmental studies, and world problématique. The perspective is one rooted in the social sciences. This does not exclude elements of natural sciences which may come in then and only then where natural phenomena are directly interrelated with human behavior and social action. The type of knowledge sought is one of Orientierungswissen and not one of Verfügungswissen.

The studium integrale may be offered, in the short run, non-credit to undergraduates, graduates, post-graduates and/or in continuing education. In the longer run, it should be made compulsory and credit for students of all disciplines. The feasibility study should express arguments on whether or not, and how, attendance to a studium integrale could be certified, and how such a certificate could be recognized by whom. The possibility to create special degrees on the bachelors, masters, or Ph.D. levels should be considered.

Regional Approach, Global Perspective

Today's reality as perceived in the minds of most men and women inside and outside academia is still dominated by the nation-state as the major element of social structure. At the same time, the nation-state in fact decreases sharply in significance: globalization of finance, economy, and media, the transfer of sovereignty to supranational institutions on the one hand, the increasing quest for local identity, culture, and self-determination on the other are elements which work together to transcend the nation-state. In our life of tomorrow, our experience tends to become local-regional (where "region" is understood in the sense of continent). The region is becoming the major organizational entity, and it could make sense to put some emphasis on this new and complex reality of the region as a starting point for the studium integrale. However, the region must always be understood as an element in the wider context of global society. Thus, while the approach might be African, Latin American, Arab, or European, major emphasis should be placed on the dependence of the region on, and the role it plays for this global society. A purely global approach should by no means be excluded but may turn out to be too abstract for students to be understood and related to their own reality. The feasibility study should deal with this problem.

Interdisciplinarity, Transdisciplinarity, and Futures Orientation

Interdisciplinarity is not an end in itself, and it is not the panacea for everything. However interesting an experience might be for an economist to talk with an archeologist, such talk will usually have little or no impact on the professional outlooks of both. This is not what is intended in the studium integrale. In a broad sense, studium integrale wants to promote social understanding and responsibility, and this includes an understanding of the global society and its major problems and the social causes and effects of one's own professional work. Therefore, this is not about interdisciplinarity but rather about transdisciplinarity or meta-disciplinarity where studium integrale transcends the views of any discipline of academic study. It is only from such a holistic perspective of social responsibility that professional academic work might be geared to the major problems of society and human betterment in general,

where sustainability in the broad sense (including economic, social, and environmental aspects) is considered to be the principal goal. Therefore, studium integrale necessarily contains at least one important element about the future, viz. the visions of a better world. Such visions (i.e. ethics) should guide our decisions of today. The link between visions of a future better world and today's decisions is the very domain of futures studies. Other components may include, e.g., peace and security, development, environment, population, democracy and human rights, international economic and financial interdependence, the UN system, or globalization and localization. The feasibility study should, rather than prescribing a certain set of contents, propose some ideas taken from existing pilot projects and discuss the problem of how to define minimum standards.

Diversity in Teaching Methods

It remains open for experiment which didactic and organizational forms the studium integrale may take. The UAU pilot projects have been encouraged to report the ways they choose and the experiences made so that such information can be distributed to all other pilot projects and included in the advertising materials, and finally may be used for the elaboration of a UAU handbook. The important criterion is that the message is received by the respective target group. The feasibility study can draw on some of the existing pilot projects for stimulating others.

Teaching Materials: Production, Translation, Distribution

It is most likely, and the Tunis meeting has confirmed this impression, that relatively little exists which could be used as teaching materials for the studium integrale. Such materials must therefore be produced, and this could best be done out of the concrete work of those who in fact offer or organize studium integrale courses. Such materials have to meet at least four criteria: (a) complexity, i.e. the real diversity of different cultural, disciplinary or epistemological approaches to a problem must be reflected; (b) intellectual honesty, i.e. a critical view on the gap between theory and empirical reality and on the crucial conflicts and contradictions must be stimulated; (c) target-group specific presentation, i.e. the entire language and layout of the material must be so designed as to reach the intended clientele in the most effective way; and (d) use of the most advanced didactical technology, including videos, computers, simulation models etc. It seems that this can only be achieved by intercultural groups of experts together with a professional educator. Therefore, provision must be made that such production can be stimulated, and the results evaluated, translated and distributed to others in the network and, after some revision, to a public at large.

A helpful first step could be the collection and distribution of course syllabi as offered, e.g., by members of Prep.21.

Institutional Provisions

It might be advisable, and the feasibility study should discuss this possibility, that one institution per region serves, permanently or temporarily, as a focal point to "educate the educators", i.e. those who commit themselves to organize

and offer studium integrale programmes. This should be a centre of excellence and would deserve special support. The establishment of an International Institute for Global Education might also be taken into consideration. And it has to be discussed which ways of institutional implementation of studium integrale exist in individual institutions of higher education. Whatever solutions might come up, they should allow to bring people together who are already active in international education, though isolated from each other and separated by faculty boundaries, in the same university. The pilot phase should produce more information on experiences made with different models.

UAU Networks/UNITWIN: Partnership, Exchange, Coordination

UAU networks consist of systems of institutions of higher education which offer studium integrale as important part of their regular programme. Such networks may either be built on existing partnerships (my own university, the University of Trier, e.g., has formal partnership agreements with universities in France, Great Britain, USA, Spain, Poland, Canada, China, and Japan) where it would be necessary to develop this star-shaped pattern into a network with (ideally) all interlinked among each other and the introduction of studium integrale to make it a UAU network. Or a network may be newly formed on regional or other communalities. Project UNITWIN places emphasis on the creation of such networks in the developing countries as a means for strengthening higher education with international support and based on South-South cooperation, but also includes North-South and East-West cooperation. The universities member of a UAU network should have enough in common to allow them to coordinate some of their programmes so that student and faculty exchange makes sense and, possibly, to develop some common research foci. UNITWIN might provide a frame of reference and a supporting instrument to develop UAU networks. The networking could also be among certain faculties or institutes or chairs and not necessarily needs to involve only entire universities. A Global Education Newsletter might be recommended to interlink the individual UAUs of a network or world wide. The feasibility study might recommend that projects to build UAU networks receive special attention in UNITWIN.

UNESCO Chairs

UNESCO Chairs might be an excellent instrument to create and stimulate individual UAUs and UAU networks. If so intended, however, it might be preferable not to establish individual and isolated chairs in individual disciplines but rather consequently use the criteria of studium integrale and thus transdisciplinarity on the one hand and networking on the other for decisions on UNESCO Chair applications. UNESCO Chair holders might, as a first step in this position, be invited as visiting professors to UNESCO where they either direct a project related to their fields of interest or absolve an internship in several sectors, divisions, and working units of the Organization.

Fellowships, Depository Libraries, Incentives

Such an ambitious project as UAUP can only be realized if sufficient incentives are given from the outset until take-off. Such incentives must not necessarily be only monetary, although travel grants, meetings, contracts, prizes etc. might be indispensable. In many cases, fellowships will be such an incentive (e.g. for Third World postgraduates who want to study German unification or European integration as part of their dissertation work), in other cases it will be granting the UNESCO depository library status. Finally and very often, symbolic recognition would also be helpful. It might well be that UAUP attracts funds-in-trust and that co-financing, as in the case of UNESCO chairs, is possible.

Associated Universities, UNESCO Chairs and UNESCO

It seems a good idea to get UAUs and UNESCO Chairs involved in immediate UNESCO work as part of the consultation process, in expert and steering committees, on expert missions, and in other ways to implement the programme. To maximize the potential benefit for UNESCO, UNESCO Chair holders must be allowed to become well acquainted with the Organization and its working principles. A possible way to achieve this goal might be the introduction of Visiting Professorships as a first stage in the career as a UNESCO Chair holder (in analogy to the associated experts scheme).

The Strategy

The following is about how the concept of UAU, seen as a process, could be developed and implemented. The strategy will begin, or better has already begun, with few pilot projects in different parts of the world. It will then need special efforts to convince a sufficient number of other institutions of higher education to join, and here is UNESCO's important task. If this is successful, a broad and general diffusion will almost go by itself because no university will want to lack behind once this is established standard.

Whom to Consult and How to Advertise

Together with the initiation of the pilot process, the recognition of pilot projects by UNESCO and the establishment of a working group, a broad phase of consultations about UAUP should be started involving all IGOs and NGOs with at least some expertise, substantial or procedural, in the field. The feasibility study may serve as the basic document for such consultations. This process serves at the same time to advertise the idea. The working group may use the results of such consultation for revising the feasibility study before it goes to the General Conference.

Pilot Projects

The working group may collect, with the help of UNU, the University for Peace, the UN Centre for Human Rights, the International Association of Universities/UNESCO Information Centre and others, documentation about potential pilot projects around the world in addition to those already involved. It will establish a catalogue of such pilot projects and regularly update the information by means of a Global Education Newsletter distributed to all participating institutions (as it is already done by Prep.21). In this phase, there is no intention to standardize projects or impose any criteria or ideas on them. The purpose is rather to encourage and stimulate as much creativity as possible, with only a minimum set of standards required. The number of pilot projects shall be determined so that every world region can be adequately represented. In some cases, pilot projects may be deliberately initiated. The feasibility study should define the criteria according to which a pilot project may be recognized.

Steering Committee

The working group already active in the Athens, Ghent and Tunis meetings may accept to guide the pilot phase. However, after this pilot phase the number of institutions with such projects might simply be too big as to allow each of them to be represented; this is when the possibility of a formally institutionalized steering committee might be considered. To be of a workable size, the steering committee should have not more than some 20 working, i.e. some 25 to 30 listed members. They might be composed of members of the UNESCO secretariate, directors of pilot projects, and representatives of important institutions like the United Nations University, the University for Peace, or the International Association of Universities, etc. Its mandate would be to advise UNESCO in all questions related to the further development and implementation of UAUP. The steering committee might be established as a sub-committee of the Consultative Committee on International Education; it will not suffice, however, to meet only once during a biennium.

Evaluation

The pilot projects should, after a period of two or three years, be carefully evaluated. Three sets of criteria might be applied, i.e. minimum standard of the programme, creativity, and success in the eyes of students. Therefore, these criteria have to be carefully defined as to allow evaluation. Evaluation serves to answer three questions: (1) does the pilot project fulfill the criteria for being granted UNESCO Associated University status? (2) Does the pilot project contain elements and/or contain experiences which should be included in the UAU handbook and reported in the Newsletter? (3) If the pilot project has received financial support from UNESCO: should this support be continued or discontinued? An interim report on the state of affairs of UAUP may be presented to the 44th session of the International Conference on Education (1994) which will lay special emphasis on international education.

Handbook

After the end of the pilot phase, a UAU handbook may be written containing the goals, standards and methods of, and possibilities of support to, new UAUs. It should be regularly updated and give latest information about all formally recognized UAUs with details of their programme and network activities. It should be available in at least all UN languages and widely distributed.

Defining and Granting the UAU Status

UNESCO will define the requirements for an institution of higher education to apply for UAU status. The feasibility study should elaborate on the criteria to be met. This status may be granted in a formal ceremony which guarantees some media coverage as is already the case with UNESCO Chairs.

The Costs

The feasibility study will finally give at least rough estimates for the costs involved in the pilot phase, and a general outlook on the possible costs when the system works. Such estimates should be based on the principle that UNESCO may provide seed support and incentives but no permanent funding of the entire system.

The breakdown of costs may look like this:

Pilot Phase:

- Individual UAUs
- Teaching Materials
- Handbook
- Networks, Newsletter
- UNESCO Chairs
- Working Group meetings

Cost Estimates after Pilot Phase:

Sources of Funding

For the pilot phase it might be advisable to rely largely on means which will then be available under the provisions of the Programme and Budget of UNESCO for 1992-1993 (Doc. 26 C/5 Approved). Costs for the initiation and organization of networks might be fundable under UNITWIN, and provisions are foreseen for UNESCO Chairs. One institution of higher education may accept, for a limited period of time, to produce the Newsletter. For the production of a Handbook and of teaching materials, funds-in-trust could be sought. The individual UAU pilot projects will, however, need some seed money, and the working group must meet regularly to fulfill its task.

After the pilot phase, a certain streamlining of all UNESCO activities related to the development of studium integrale, UNITWIN, UNESCO Chairs, and the integration of international education into higher education may have taken place with an effect to facilitate funding of UAUP. This possibility should be discussed during the elaboration of the feasibility study. Generally, UAUP should not be financed with additional funds (which are not available) but rather through the re-direction of existing means. In the long run, UAUP should ideally become self-financing.

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Appendix:

Centre for European Studies, University of Trier

1. History, Character, Status of, and Obstacles against the Project

The idea to set up a centre for interdisciplinary studies at Trier University evolved gradually since 1983 when I was working with a group of graduate students on a project to develop concepts and strategies for the future development of Trier and its surrounding region. Being one of the most important employers in the region, the University of Trier seemed to us to be one of the most promising starting points for new suggestions. Relatively small (less than 7.000 students then, and some 10.000 by the end of 1991) and having a specific profile, i.e. one firmly based on the social and economic sciences and humanities, with only a relatively small unit of natural sciences located within geography, it seemed especially important to think about Trier Universities' profile and future role and how it can prepare for serving a region which has no powerful growth potential. The question was what university education for the future could be and how Trier University could prepare to adjust to future demands. It was our view that increasing specialization, while being the trend in all academic disciplines, creates more social problems than it solves. In addition, university education can no longer be allowed to confine its perspectives to the national experience. To re-orient education for the future, the principles of global scope, future-orientation and interdisciplinarity have to be given a central place in a new conception of higher education. Our ideas were published in 1984 and distributed to all decision-makers in the city, the region, and the university without, as a matter of fact, provoking much attention.

It was more or less by chance and in my role as chairman of the social sciences committee, German Commission for UNESCO, that I came into contact with the European Academy of Sciences, Arts, and Humanities which, together with UNESCO, began in 1987 to discuss possibilities of including world *problématique* courses into higher education programmes world-wide, and to develop curricula for such courses. This was done under the provisions of Major Programme I ("World Problems and Future-oriented Studies") in the Second Medium Term Plan of the Organization. The Trier project took shape in the context of the four meetings of this group held between 1987 and 1989. At the 25th session of UNESCO's General Conference (Paris, 1989), the Federal Republic of Germany submitted a proposal to study the feasibility of launching a UNESCO Associated Universities Project in order to complement the Associated Schools Project in the implementation of the 1974 Recommendations ("Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms"). This proposal was adopted, and I was asked by the Division of Higher Education and Research to define the Terms of Reference for this feasibility study, which were finally discussed and adopted at the Tunis meeting (UNESCO expert meeting on the Integration of International Education into Higher Education, 21 to 25 september 1991).

In the meanwhile work on a more precise concept for a European Centre for Futures Studies at Trier University continued as part of the set of international pilot projects.

For having a chance to become established as an institute close to the university president and thus beyond the individual faculties, and of being included in the budget application of the university to the responsible ministry, the concept had to be adopted by the faculty councils and the university senate. This could only partly be achieved; while the faculty councils were generally positive, the university senate did not approve the project on an all-university level. In close contact with the university president who continued to support the project and with reference to the constitutional principle of freedom of research and teaching, activities were not only continued but in fact intensified, though under the new name of Centre for European Studies. On November 13, 1991, the faculty of social and economic sciences confirmed its support and finally installed the Centre as a faculty institution, although without own resources. In March 1992, the director of the Centre was awarded Jean Monnet Professor of European Studies. This went together with some funds from the European Community which hopefully will become complemented by some means from the university and from the responsible ministry to give the Centre a certain chance and freedom to develop.

One of the major obstacles against formal recognition seemed to be that an approach which is interdisciplinary, global in perspective, and future-oriented does not have an institutional home in academia nor acknowledgement among individual academics, and therefore does not enjoy a reputation of being serious and worth pursuing and deserving academic credit. This situation is not specific for the German university system but rather an experience made by most who tried around the world. Most similar projects depend primarily or exclusively on the commitment of one single person and his or her work capacity, passion, and frustration threshold. This means, in strategic terms, that (a) the small community of addicts to the idea must network in order to support and strengthen each other psychologically and intellectually, and (b) that these few persons need support from outside in all respects suitable to enhance their reputation and to demonstrate the international appreciation of their work. The goal of such efforts must be formal recognition in the respective university system, and the attribution of resources so that workable units with an appropriate outreach can develop.

2. Profile and Tasks of the Centre for European Studies (CES)

It is intended that the Centre may develop a profile of interdisciplinarity, future-orientation and global perspective in all areas of academic endeavour, i.e. teaching, research, and consulting. In institutional terms it should become, in the long run, a non-profit unit serving the entire university and the public at large. Thus, approval by the faculty of social and economic sciences means a first step on a longer road. The Centre is now inviting faculty members from different disciplines which are regularly engaged in research and teaching on European matters to join its efforts. Although each of them will maintain his or her specific profile, there will be areas of collaboration and of growing together as an interdisciplinary research team. The following gives either the present state of affairs or, where indicated, a description of additional elements for the future as they appear to me now.

2.1. Teaching

Certificate in European Studies

Since the summer semester 1991, CES offers an optional Certificate in European Studies to students of all disciplines at Trier University. Six credits, of which not more than two may be achieved in a student's major discipline (where one credit means a term paper, or a written examination in a two-hours-weekly, one semester course) are necessary to fulfill the requirements for this certificate. Credits for the certificate can be acquired in a number of specifically indicated courses out of the regular programme in history, history of arts, languages and literature, political science, economics, sociology, anthropology, and geography. This means in fact that a student has a minimum of four courses in addition to his or her regular programme in the major subject to acquire the certificate. This is a relatively modest requirement, and intentionally so: It serves, on the one hand, to motivate students to go into interdisciplinary studies and, on the other hand, to motivate faculty members to begin a very loose and open form of cooperation. Both are long-term investments at the all-university level. This certificate has been very well received by students from the very beginning despite the fact that it does not more than testify that the requirements have been accomplished, and is not yet recognized by the university or the respective ministry. Formal recognition will, however, be sought.

Graduate Programme in European Studies

As a next step, it is intended to develop a graduate programme in European Studies within the faculty of social and economic sciences. Here, a model of interdisciplinary studies in problem-oriented areas exists already to which the present purpose can easily be adapted. A core of courses must be defined beginning with economics, management, and sociology, with additional and complementary course offers in political science, history, and law. This is still vision; a reasonable time-frame for the first students to enroll might be winter 1993/94. A visiting professors programme is under preparation.

Introduction of Future-oriented and Global Elements into Existing Courses

In the meanwhile future-oriented and global elements were introduced into the courses I offer regularly. An undergraduate lecture on The Structure of Modern Societies deals with three levels of society: Global, European, and German. A graduate course introducing the Sociology of Human Settlement and Planning which had chapters on world-wide urbanization processes since its beginning is now being taught in a future workshop format with strong emphasis on global developments and how they relate to the development of European and German cities. A graduate seminar in environmental sociology draws a global frame of reference, uses sustainability as the key concept, and discusses European, German, and local environmental policies against this background. Approaches to the Analysis of the World System is a new interdisciplinary course, graduate, non-credit, co-taught by an economist, a mathematician and a sociologist and open to all students. A new graduate course on Financial and Monetary Sociology will treat subjects as, e.g., the social effects of international economic and financial policies, including those of the European Economic and Monetary Union. Thus, although the courses only gradually transcend the spectrum of sociology, they gradually attempt to interlink Global, European, and German aspects and views; at the

same time these courses are increasingly opened for a university wide audience. It is still open whether this could become one day the nucleus of a *studium integrale* offered to students of all disciplines as compulsory part of their studies.

Doctorate Programme "Multicultural Europe"

On top of this, a doctorate programme is planned entitled "Multicultural Europe". It will be relatively small, comprising not more than ten doctorate students, but attractive insofar as fellowships will be available for all of them. These students are supposed to form an interdisciplinary and international group working together on a coordinated set of doctoral dissertations which all are centered around the causes and consequences of international migration and the emergence of a multicultural European society. An additional teaching programme will to a large extent be transdisciplinary and focused on Europe's role in the global society. The doctorate programme has to be funded from outside; first steps in the application process have already been made, but it is too early to say how successful this will be.

Continuing Education

Consequently, Continuing Education will be the last element in the Centre's teaching programme. Essentially, the idea is to open the Certificate in European Studies to a non-university public. It is still open whether or not specific postgraduate programmes, possibly for an international audience, can be developed. This, again, depends very much on the readiness of Trier University faculty to open existing courses, or offer new ones, for the specific target groups which, according to available experience, depends very much on special incentives (monetary and/or non-monetary) offered to the course instructors. A first attempt is being made by offering an interdisciplinary postgraduate programme on European Environmental Management. Different especially from North America where it became more and more attractive, continuing education in universities has no tradition in the German university system and is suspiciously observed by others in the different vocational and professional fields which consider continuing education a profitable area of own activity.

2.2. Research

The extent to which research can and should play a role in the Centre's activities is essentially defined by the substantial ideas proposed and by the resources available. In a situation where, as in present-day Germany, the development of research projects and applications to regular social science research funding institutions is already as pretentious as to presuppose half a year or an entire year of full-time work, with another year of reviewing and decision-making and an uncertain decision at the end, a small working unit is often not able to invest the necessary resources. At the moment, the Centre's research interests are focused on three types of research: (a) the Centre's own research profile must develop which will be interdisciplinary, international, future and policy oriented; (b) applied contract research on projects which are already defined or can be developed together with the respective commissioner, and which is interdisciplinary and policy-related; and (c) individual research done by members of the Centre.

2.3. Consulting

At the moment, the Centre's most important activities are in consulting and organizing. The most important partners in consultative processes are in Eastern Europe. CES organizes, together with university faculty in sociology, economics, and political science, with the city government of Trier and the Chamber of Industry and Commerce, regular seminars for members of Eastern European local governments, city councils and administrations in all questions of local government, finance, economics, planning, citizen participation and development. CES tries to initiate a network of institutions offering such seminars elsewhere in Germany. Here, CES cooperates with EUROGRAD XXI, a St. Petersburg based intercommunal network in the Community of Independent States, as well as with other institutions in Eastern Europe.

Another regular interdisciplinary seminar with East, West, and South participation, is offered yearly on Sustainable Development and the Future of Cities as part of the cooperation of CES with the Bauhaus Dessau. The seminar is becoming, due to the uncommon heterogeneity in terms of age, profession, nationality, career status, and sex, an incredibly rich and inspiring source of ideas for all participants. It seems to develop now into an international network of such seminars with a number of institutions cooperating, and exchange of resource persons. Global developments together with local innovation, citizen participation and grass roots movements are, here again, the major areas of concern. Also, the seminar's substantial scope is most likely to become wider; in some respects, it might come close to the courses organized at the Dubrovnik International University Centre by the World Futures Studies Federation.

CES, being the initiator of the First European Social Science Conference (Santander, Spain, June 24 to 28, 1991), has accepted to serve as a secretariat for the international committee preparing the Second European Social Science Conference (Prague, June 1993). The goal of this conference is (a) to develop the contours of a European social science research programme, and (b) to make steps towards improving European social science cooperation, and (c) to discuss among European social scientists the situation and future perspectives of the social and human sciences in UNESCO. For UNESCO, CES is strongly engaged in developing the Associated Universities Project and in building up a European Network of Associated Universities. CES is also actively involved in the elaboration of a feasibility study on an International/Intergovernmental Social Science Programme, in the Culture of Democracy Project and in Futures Studies.

3. Perspectives

There are reasons for optimism about the Centre's near future. However, it still needs further institutional acknowledgement and additional resources. The intention is to gradually associate more Trier University faculty from different disciplines with CES and thus to intensify teaching, develop joint research projects, and cooperate in consulting. From here on it will be easier to develop an adequate institutional basis within the university which is prerequisite for the enlargement of the resource base. And with a broader resource base, it will be possible to invite visiting professors and researchers and students from abroad and thus to develop a truly international style of work. This, in turn, makes CES a valuable and attractive partner for others to cooperate with, especially in a European Network of Associated Universities. It is, however,

not intended to look for a commercial base. The teaching element and the need for direct contact with students are crucial in the concept.

Existing experience in the process of setting up CES may, however, serve as a warning against too enthusiastic optimism for others: It usually is a long, energy, time and resource consuming process until such a unit reaches a format within which it can really and practically achieve its goals and fulfill its functions. Recognition and support from outside, together with close contacts with similar experimental projects will be an absolutely necessary element.

Networking can be a helpful and is in fact an indispensable part of this process. Where courses and degrees can, to some extent, be coordinated in a network of universities, and credits mutually accepted, the exchange of students and faculty will become common routine. This would add an important component of practical experience to academic studies, help prevent ethno-centric perspectives, contribute to international understanding and tolerance and thus serve best the intentions of the 1974 Recommendations. European Studies may become an interlinking mechanism for a European Network of UNESCO Associated Universities. Here, recent developments in the European Community (especially after the Maastricht summit gave new responsibilities in research and education to the EC) point to a large extent in a similar direction.