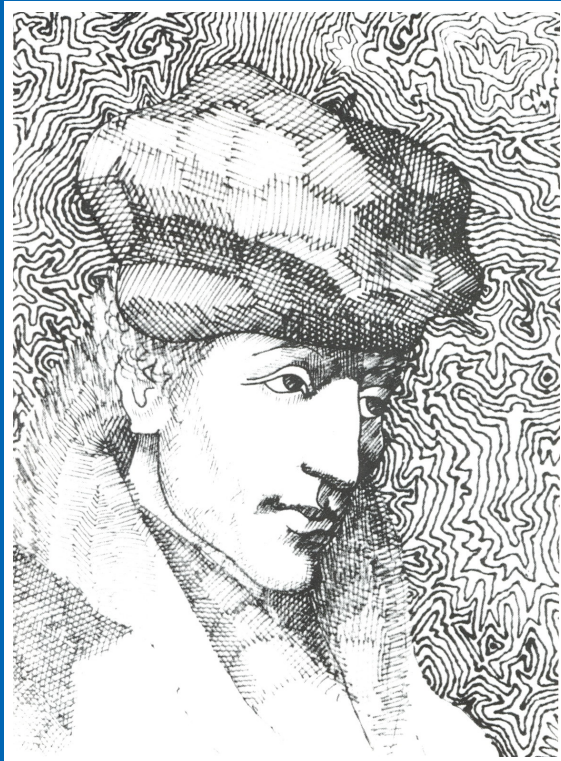


SOFIA CORRADI

STUDENT MOBILITY
IN HIGHER EDUCATION
ERASMUS AND ERASMUS PLUS

Preface by Silvia Costa

(Il testo in italiano è sul lato opposto di questo volume)



Laboratory of Lifelong Learning
Department of Education and Training
“Roma Tre” State University
Rome (Italy) – 2015

Erasmus (as of 2014, extended and funded as “Erasmus Plus”) is a large-scale Programme launched in 1987 by the European Union. Up until 2013 it mobilized three million students on one or two-semester study-abroad exchanges between three thousand European institutions of higher education, with full recognition of the credits earned abroad as part of the curriculum required to be awarded the final degree by their home institutions. The Programme Erasmus Plus also foresees a certain degree of mobility for professors, professionals, entrepreneurs and workers. The tendency is to extend it to non-European countries, too. For the years 2014-2020 the budget made available by the European Union has been increased by 45% and now totals fifteen billion Euro, roughly the equivalent of almost sixteen billion US Dollars.



(Photo by Rino Barillari)

Sofia Corradi was Full Professor of Lifelong Learning at the “Roma Tre” State University, Rome, Italy. She lectures worldwide on the Erasmus Programme. As the recipient of Fulbright and Columbia Scholarships, she studied at the Graduate School of Law at Columbia University, New York, where she was awarded a Master’s Degree. Having graduated in Law from the “La Sapienza” University of Rome, Italy, she carried out research into the right to an education as a fundamental human right at the UN Commission on Human Rights, at The Hague Academy of International Law and the London School of Economics. She lives and works in Rome (Italy) and speaks fluent English and French.

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NOT FOR SALE

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Author's note. Please consider that my native language is Italian and that, therefore, I may not always express myself in English as satisfactorily as I would like. I apologize for this.

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Scholars and students interested in the present topic will find the original texts of the documents quoted here in the archives of the major international and European organizations, as well as in the archives of the Italian and European universities that existed at the time.

Professor Sofia Corradi will also be happy, has best she can, to send photocopies of any document she may have, as well as provide further information. Please contact her in English, French, or Italian, by e-mail or at the following postal address:

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To the Erasmus alumni, to each and every one of them.

S.C.

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PREFACE

It gives me great pleasure to present this book by Sofia Corradi, a volume published, and quite appropriately so, in two languages: English and Italian.

For the purpose of helping the reader acquire an authentic grasp of the new Erasmus Plus Programme (2014-2020), the author traces the history of the arduous construction (1963-1986) of the model underlying one of the most popular European Programmes, namely Erasmus, which is considered today the most successful of the many European initiatives in the field of education. Indeed, this Programme has proven to be one of the most productive instruments for the promotion of European citizenship, thanks to the concrete experience it provides and to the awareness it creates. This is what emerges also from a recent survey involving a meaningful sample of “Erasmians”: they are the most pro-Europe persons of their age group, in the best sense of the term.

As we are well aware, from 1987, the year of its launch, to 2013 the Erasmus Programme has mobilized approximately three million students between roughly three thousand European institutions of higher education and, during the present Academic Year, some two hundred thousand more university students are availing of this opportunity of education and growth. Since January 2014, the new Programme named “Erasmus Plus”, the direct heir

and continuation of the original Programme, has been enlarged to include work and entrepreneurship, to foster knowledge-based alliances, and it has been extended to embrace extra-European geographical areas (more so than in the past).

I wish to point out that the “Plus” in the title of the new Programme refers to the fact that under the Erasmus “umbrella” European actions like the European Voluntary Service, Comenius, and Leonardo, in favour of secondary schooling and professional training and which also involve teachers and educators, are continuing and being strengthened, thanks to the Parliament, along with two important European Programmes: Youth in Action and Erasmus Mundus. Simplified procedures have been intentionally adopted and three key activities, transversal to all sectors, have been included: the mobility of people for educational purposes, cooperation for the promotion of innovation and the sharing of good practices, and the reform of policies. To the above, and for the first time, initiatives in the sports sector have been added.

At a time of considerable economic crisis and cuts by the Council of Ministers to the 2014-2020 budget proposed by the Commission and by the Parliament, the “good news” is that the European Union has decided to allot the new Erasmus Plus Programme the remarkable sum of 14.7 billion Euro (an increase of 45%) in addition to the budget allowance allocated to the previous seven-year period. This suggests that, at the heart of the renovation envisaged by the 2020 Strategy, stand the promotion of human resources and skills, the advancement of education and training systems, a better interaction with the labour market, research and innovation, but also a readiness to favour intra-European and international mobility. We know that one of

Europe's "founding fathers" (which one is a matter of dispute) when asked to say, "a posteriori" and on the basis of past experience, from where he would begin if he had to build European integration all over again, replied that he would surely start from education.

Over the past few years, Europe has had to cope with the greatest economic and financial crisis of post World War Two era. It is a crisis which, in my opinion, may be addressed only by acknowledging its ethical dimension and the need for a new system of values that consider culture, education, creativity, and material and immaterial cultural heritage as the basis from which we may start again. These things are necessary not only for an "intelligent, inclusive and sustainable" growth, but also for a common future born of far-reaching thinking, profound roots and a broad political vision.

Culture and education need, therefore, to be considered as intrinsic values, economic factors, instruments of dialogue and social cohesion, and features of innovation and healthy competition. I am indeed convinced that Europe cannot exist without culture, nor culture without Europe. Despite the many critical points, one cannot deny that research, education and culture can act synergistically to engender a new "European renaissance", by exploiting, promoting and uniting the potential of national and European educational institutions to build an integrated system that includes higher education institutions, secondary schools, research centres and industry.

During my previous term of office I was a member of the Culture and Education Commission of the European Parliament (CULT) and during the present term I have the honour of being its President. Therefore, on many occasions, both outside and inside the Parliament and as Rapporteur on the "Creative Europe" Programme, I have supported the idea

that to overcome the difficulties confronting us today, it is to culture that Europe must turn to regain momentum. It has not been easy for the Parliament to make sure that the Council of Ministers include culture and education fully and adequately in its new 2014-2020 budget, not only in those Programmes dealing strictly with culture and education, but also in other initiatives, that is not only as a sector but as a transversal resource.

I am, therefore, grateful to Sofia Corradi for this valuable publication and for having invited me to present it. I have known her for several decades, and witnessed the lengthy struggle she has engaged in to arrive at provisions whereby an experience of life and study abroad would no longer be the privilege of a few but, rather, an opportunity available to many. As is normally the case with what is truly novel, it was not easy to have the Erasmus model accepted, though today it is viewed with the utmost interest even by cultures and countries we consider remote.

This book may therefore be very useful both to those who are already familiar with the Erasmus Programme, and to those (institutions or individuals) who do not yet have a thorough knowledge of this educational tool and would like to exploit its multifaceted potential to the full. The Erasmus model created by Sofia Corradi is in fact a productive instrument promoting learning and personal growth. In the common interest of the great human family, the more we are familiar with its basic logic, the better we will be able to take advantage of it to educate people in active citizenship, intercultural friendship and mutual understanding, which are today more necessary than ever. If indeed diversity is wealth, peace is a necessity.

Silvia Costa

President of the Culture and Education

1. INTRODUCTION

Between 1987 and 2013, as many as three million European university students spent one or two semesters studying at a higher education institution abroad, obtaining full recognition of the credits earned there. Their study-abroad experience did not, therefore, delay the timely award of their degree (*Laurea*, in Italy) or diploma by their home universities. During the present Academic Year, two thousand more students are benefiting from the Programme. As many as three thousand European universities and other higher education institutions are currently participating in these exchanges. This briefly outlines the European Union's original Erasmus Programme: where ERASMUS is an anagram for *European [Region] Action [Scheme] for the Mobility of University Students*.

On December 5, 2013, following a proposal by the Commission (the European Union's Government or Executive power), the European Parliament (now co-legislator with the European Council of Ministers) decided to renew and enlarge the Erasmus Programme for the 2014-2020 period. Despite the notorious present-day global economic crisis, it increased its budget by 45%, thus totalling approximately 15 billion Euro, almost 16 billion US Dollars: an enormous amount of money to which we need to add the direct or indirect funding provided by other bodies, such as the individual States or the various regional organizations as well as the powerful system of European higher education institutions.

Not only has the budget been increased, but, with Erasmus Plus, the new Programme effective from January 2014, the operational field of exchange has been extended to include other areas of human experience, such as international voluntary service and institutions located in non-European-Union States. This phenomenon has not only reached remarkable dimensions already, but continues to grow. At the same time the “good practices” that have emerged in the past are now being considered with the utmost interest by many European or non-European institutions, some of which may not even have taken a direct part in Erasmus exchanges to date.

This work (an abstract of previous essays and books in Italian) was first published in view of the twentieth Anniversary of the Erasmus Programme, celebrated in 2007, in coincidence with the fiftieth Anniversary of the signing, in 1957, of the *Treaties of Rome* which, as we know, are the very basis of what we know today as the European Union.

This text is intended as an objective historical outline of the creation of the Erasmus Programme, and a source of factual material made available to anyone intending to conduct further research. The names of the people who, in their various capacities, contributed to the founding of the Programme, are recorded with particular attention to the early years. It is for this reason that symbolic value is also attributed to events that may have seemed unimportant at the time. The inevitable fragmentation of this work (which does not claim to be exhaustive) may also help the reader understand a historical period as complex and difficult as it was stimulating.

In retrospect, the evolution that took place may seem obvious, but the project built on the ruins of a Europe devastated by World War Two (1939-1945), and suffering

from the Cold War (1946-1989), was certainly not easy. It was a ground breaking journey undertaken with optimism and strong determination by people of good will, belonging to cultures which, at the time, were considered very distant from one another. Their common commitment shared principles like university autonomy, consideration of universities as key players in international cultural relations, access to national and international education as a fundamental human right, unity of research and university teaching, education as a promoter of critical thinking and, last but not least, of peace. The primary objective was the promotion of peace among nations.

2. YEAR 1963. *EDUCATING FOR INTERNATIONALISM*

One factor which characterized the 1960s in general was the inactivity of the university system on the whole, making legal and administrative difficulties practically insurmountable. In Italy, up until 1969, an individual student's university *curriculum* was extremely rigid, or comprised almost completely of pre-set courses. In most of the other European countries, the situation was the same.

In 1958, Sofia Corradi took a specific interest in the academic recognition of studies undertaken abroad. As the winner of a Fulbright and a Columbia Scholarship, she had studied for one academic year (1957-58) at the Graduate Law School of Columbia University, New York, where she was awarded a Master's in Comparative Law. On returning to Italy, when she asked that the studies she had undertaken abroad be recognized as equivalent to the three exams she still needed for her *Laurea* in Law at the University of Rome, her request was not only refused, but she was treated

with scorn and her request defined “crazy”. Her subsequent reflection on the issue, and her awareness, in particular, of how profoundly and positively that period of life and study abroad had impacted her, convinced her that this opportunity should be made available to all students.

In 1962, as the sole winner of the Ninth World Competition of the International Federation of Business and Professional Women, she attended the UN Commission on Human Rights at the United Nations Headquarters in New York (as Head of the Delegation despite the fact that she was very young), where she focused on the issue of education as a fundamental human right.

In 1963, she published a small study (*Educare all'internazionalismo*, in “I problemi della pedagogia,” Roma, n. 2/1963) in collaboration with her sister, Gemma, who had had a similar international experience. In this short work, when speaking of the educational effectiveness of a period of life and study abroad, the word «life» was intentionally placed *before* «study».

The year 1963, with the years immediately preceding and following it, can be considered indicative of a short time during which the world heard the voices of people such as Pope John XXIII (who published the encyclical *Pacem in terris*), John Kennedy (*The New Frontier*), Martin Luther King (*I Have a Dream*). Ideas were in the air and Corradi had absorbed and assimilated them, a few years before when, in the Academic Year 1957-58, she had studied at Columbia University, which was one of the most advanced and enlightened universities, and was also located in the city that was the capital of the world at the time. We should also consider that in the fall of 1957, a few weeks after Corradi's arrival at Columbia University, the world was shaken by the news of the launch of the first Soviet sputnik.

In Europe, in 1963, two significant texts were published which determined the evolution of the university systems of their respective countries: in Great Britain, the *Robbins Report*, and in Italy, the *Ermini Report*.

3. YEAR 1969. UNIVERSITY AUTONOMY AS AN INSTRUMENT FOR THE FOUNDING OF ERASMUS

It is a well-known fact that the issue of young people, especially of students, was brought to the attention of governments by the student movements, who, after May 1968, continued remonstrating during the 1968-1969 academic year. The General Assembly of the European Conference of Rectors (CRE, which in 2001 merged with EUREC and is now known as the European Association of Universities), which took place in Geneva, Switzerland, in September 1969, focused specifically on university autonomy, and provided the key to drawing up Community policies in matters *not* provided for by the 1957 *Treaty of Rome*, the fundamental milestone in European integration.

Today, it may seem strange that the *Treaty of Rome* did not consider educational matters, and education was not a part of it. It was touched on only marginally in Articles 118 and 128, which consider professional training, and in Article 57, where the mutual recognition of academic qualifications is instrumental to favouring professionals working in different Member States of the Community. This want of a “legal basis” in the *Treaty of Rome* (a lack which remained such until the *Maastricht Treaty* of 1992) made the European Council of Education Ministers formally inexistent, with the result that all its decisions had to be unanimous, and subsequently adopted by a Council of Ministers competent in *other* matters,

as still required in 1987, when the Erasmus Programme received its final approval.

In the 1950s, under the auspices of the Council of Europe, a few States had signed agreements regarding the recognition of studies carried out abroad, and a number of conventions, promoted by UNESCO, requiring “top down” legislative intervention on the part of the States.

On the contrary, on the basis of university autonomy the initiative was “bottom up”, *i.e.* promoted by individual universities, who acted as the motors of international university cooperation. Within this framework of autonomy, the former concept of *equivalence* (despite the fact that this term continued to be used in documents) decided on at *intergovernmental* level, was replaced by the dissimilar concept of *recognition*, on which each university would be free to decide autonomously. On the basis of autonomy, agreements or conventions would no longer be stipulated between States, but *directly between individual universities*. As one can see, *the overturning of concepts was total and radical*. For the above purposes, the term “university” means any institution of higher education.

In matters of cooperation within higher education, respect for the autonomy of individual institutions was to remain a constant feature, and would deeply influence Community action in this entire sector. It has been explicitly pointed out that, as a result, in this area the European Community would not take a directive approach. On the contrary, the main, if not essential feature of Community policy would assume a strongly «*facilitative approach*»: the Commission (essentially, the Government of the Community) would provide all institutions of higher education the means by which they could exchange information and set up programmes or visits; but the

initiative to use these means or instruments of facilitation, remained entirely in the hands of the individual institutions, of their teaching and administrative personnel, and of the individual students.

The historical merit of this overturning of the operative method belongs, to a large degree, to the above-mentioned General Assembly of the Conference of European Rectors (CRE) of 1969. Professor Corradi participated both in its scientific preparation as well as in the conference itself. The Assembly was held in Geneva instead of Bologna, because the then Rector, Tito Carnacini, had informed members that he was unable to guarantee its orderly proceeding in an atmosphere of student protest. He did offer to host the CRE Assembly that was held five years later, in 1974 and, as we shall see, proved to be of historical importance.

The period was one in which student movements, chronic uncertainty of funding and many other problems required the daily presence of Rectors at their universities. However, Professor Corradi was convinced that at a time of great international tension, the most productive way for those responsible for Italy's main educational institutions to invest their time and energy in the promotion of peace and international understanding was to take part in this type of meeting. It was an opportunity of dialogue she believed should not be missed.

From the 3rd to the 6th of September, 1969, the fourth CRE Assembly was held in Geneva. This Assembly brings together every five years hundreds of heads of European higher education institutions (mainly from Western Europe, but also from Eastern European countries). In 1969, a large delegation of the Italian Conference of Rectors, including Professor Corradi, attended it, and on her initiative, agreements were made with the Rectors of West Germany

(members of the Westdeutsche Rektorenkonferenz, or WRK, located in Bonn Bad Godesberg) to hold an Italian-German meeting at the beginning of November. The meeting took place at Ettlingen, near Karlsruhe, on the 1st and 2nd of November, 1969.

In the month of September, the President of the Italian Conference, Alessandro Faedo, Rector of the University of Pisa, along with Sofia Corradi, visited Mario Ferrari Aggradi, who was the Italian Minister of Education at the time.

At this meeting the Minister, who was preparing a draft of the bill (later known as Draft 612) for the reform of the Italian higher education system, was invited not to forget *«the international dimension of universities»*, and President Faedo handed him a note stating correctly that it had been “prepared by Professor Corradi”. It was the first draft of a memorandum later dated October 10th, 1969. The Minister immediately accepted the idea of adding, after the Article which was to liberalize individual students’ curricula (approved separately as early as December 1969, as Law 910), an Article establishing: *«The student, even if not a member of a family residing abroad, may ask to conduct part of his curriculum in a foreign university, providing he submits it for prior approval to the Faculty Council. The Council may approve this equivalence, which becomes effective after the student, upon his return, has submitted documentation acknowledging the studies carried out abroad and the examinations he has passed»*.

In the above text, the expression “*equivalence*” was used in a sense that, ahead of its time, actually meant “*recognition*”. As we know, during its early phase, European integration policy sought to identify possible criteria capable of defining *equivalence* between studies carried out in different countries by trying to measure the

exact number of study hours, the formal nature of the exams, etc. Instead the policy used by the Erasmus Programme adopts the exact criteria that Corradi set forth in her 1969 memorandum, which entitled each university (where the student was enrolled for the entire duration of his studies) to *recognize* on the basis of its own discretionary power the studies undertaken in a foreign university. This part of the student's curriculum was to be *recognized as "its own" by the university which would ultimately confer on the student his final degree.*

4. THE SOFIA CORRADI MEMORANDUM OF 1969

We will quote extensively from the memorandum dated October 10, 1969, drawn up by Corradi in preparation for the Ettlingen Karlsruhe meeting, entitled *Equivalence of years of university studies carried out by Italian students in foreign universities*. Its objective was immediately stated: «*To give Italian students the possibility, out of the total four years, for instance, to carry out three at an Italian, and one at a foreign university*». As the title makes perfectly clear, the 1969 proposal contained what today are the essential features of the Erasmus Programme.

The Corradi memorandum was formally addressed to Professor Alessandro Faedo, Rector of the University of Pisa and President of the Italian Rectors' Conference, to Professor Tito Carnacini, Rector of the University of Bologna and Vice-President of the Italian Rectors' Conference, to Professor Mario Rolla, Rector of the University of Pavia and Secretary General of the Italian Rectors' Conference; however, hundreds of

mimeographed copies were made of it and distributed to all the Rectors and to any other authority who could hopefully support the proposal.

After reviewing the laws and regulations which *de facto* prohibited Italian students from having their foreign studies recognized (the only exceptions were cases of necessity), the memorandum contained the text that Faedo and Corradi had previously submitted to the Minister of Education Ferrari Aggradi, and continued: «*The proposed text (...) as one can see (...) guarantees the student (who has received previous assurance that his examinations will be recognized if he passes them, and therefore, pledges himself to study abroad, investing his time and money) and also guarantees the quality of his studies, because these will not be validated until the student has provided documentary proof that the programme, proposed and approved, has actually been completed, and that he has passed the exams at the foreign university*».

Arguing again in favour of recognition of periods of study abroad, the Corradi memorandum continued: «*In addition, parents who can afford the expense actually send their children abroad. The objective is now to provide the same possibility to young people whose families cannot afford this luxury (and these certainly comprise the vast majority). Besides the fact that allowing the student this possibility does not involve any expenditure on the part of the State, it is evident that from the point of view of the students and their families, a period of life abroad is not such a significant additional expense, providing that the foreign studies be recognized toward the acquisition of the final degree: in fact, there is no great difference*

between the cost of a child studying for four years in Italy and studying three years in Italy and one abroad. Instead, because of the present regulations, one year of study abroad is a luxury reserved to those students whose families can afford to support them for one year more than those normally required. The risk that a student may go abroad to have fun rather than study, does not exist, because, if he fails to study enough to pass the exams, he will receive no recognition. (...)

The fact is that the pre-existing norms regarding this issue, which are unfortunately still in force, are based on a nationalistic attitude whereby Italian students should not study abroad, except for very particular family reasons, and cultural exchanges are not looked upon favourably. Today's attitude is completely the opposite: countless recommendations by the United Nations, UNESCO, the Council of Europe, and preliminary considerations of international treaties express the wish to increase cultural exchange, considering it one of the best means by which to promote understanding and friendship between populations, and, consequently, peace. In this sense, Article 11 of the Italian Constitution also states, "Italy repudiates war as a means of offence against the liberty of other populations and as an instrument of resolution of international controversies; it concedes, in conditions of parity with other States, those limitations of sovereignty considered necessary for ensuring peace and justice among nations; it promotes and favours international organizations aimed at this objective"».

Since Corradi's scientific and educational interests were extremely keen, and she truly cared about the

problem, in the years prior to the memorandum she had carried out a thorough and in-depth collection of information, acquiring documents on all the norms in force, as well as investigating the student administration practices of the Italian universities. She had in fact learned on previous occasions (such as the Sessions of the Human Rights Commission of the United Nations) that, at a meeting, participants with no real power can have some influence on final decisions if they are thoroughly documented and better informed than others.

We shall continue to quote from the Corradi memorandum of 1969. *«Since several university career offices had informed her that the objections raised against the recognition of foreign studies to Italian citizens had come from the Ministry of Education, while offices of that Ministry had told her that the objections had come from the Italian Ministry of Foreign Affairs, on October 2, 1969, she sought specific information regarding equivalences from the head of the latter office. It emerged that in the opinion of that office, foreign studies were an inevitable evil, which should therefore be limited only to those young people, who, because their families resided abroad, would not otherwise have had the possibility of studying»*. The memorandum of October 10, 1969, also contains the underlined verbatim quotation of the general criteria as summed by the chief executive consulted: *«In conclusion, if the student lives abroad because his family resides there, we recognize his studies, but if the student went abroad to study, then, in that case we do not recognize them»*.

5. THE TESTIMONIALS OF PRESIDENTS ALESSANDRO FAEDO AND VINCENZO BUONOCORE

We believed it useful to quote extensively from the Corradi memorandum of October 10, 1969 to give the reader an idea of the odyssey that would be required to overcome the numerous obstacles and various kinds of resistance encountered before arriving, at the Erasmus Programme in 1987.

The journey was long and arduous, and there is no one person to whom the total merit for this enormous success may be attributed. What we can say with certainty is that Professor Sofia Corradi was the first scholar to advance the idea that a period of study in a foreign university should be *recognized* by the university in which the student is enrolled, as *part of the curriculum required to obtain a degree*. To illustrate this fact, Corradi's work and lobbying initiatives in relation to the Italian-German and Italian-French meetings from 1969 onwards are documented in this work, with the greatest emphasis placed on the early years.

We would also like to include some writings by two privileged witnesses of this endeavor. Alessandro Faedo was a prestigious mathematician, Full Professor at the University of Pisa, Rector of that university, President of the Conference of Rectors of the Italian Universities (now CRUI), President of the Italian National Research Council, Senator of the Italian Republic and President of its Education Commission. Vincenzo Buonocore was a prestigious jurist, Full Professor at the University of Salerno, Rector of that university, creator of its mega-campus, President of the Conference of Rectors of the Italian Universities, Member of the Council of the Association of

European Universities (CRE), Member of the Italian Chamber of Deputies and winner of the Feltrinelli Prize of the Accademia dei Lincei.

What follows below is the text of a letter dated February 11, 1988 (and previously published with Alessandro Faedo's consent), which he wrote to Sofia Corradi after reading her article in the Italian newspaper *LA REPUBBLICA* on January 30, 1988 (the full text appears in paragraph 21):

«Dear Mrs. Corradi, I read your article in "Repubblica" and would like to participate in the satisfaction you must feel at seeing your educational dream come true as you explained it many times to me and to the Conference of Rectors. From what I have read, the Erasmus Programme has given life, precisely, to what you wished for, and to what we worked on together a long time ago. I recall with pleasure the times when you urged me to find the time to meet Rectors from other countries (while in Italy the student movements were raging, confronting us with many other contingent problems); I also remember the battles conducted to ensure that in the many plans for university reform, the issue of international relations between universities be delegated to the autonomy of the institutions themselves (...). Many congratulations on your activities, which will certainly be of great benefit to our students and allow them, finally, to become Europeans. Thank you and warmest regards. Yours, Most Affectionately Alessandro Faedo». The manuscript of the letter is reproduced at the end of this paragraph.

Written in the same spirit, and equally as explicit as the above, is the letter by Vincenzo Buonocore:

«Salerno, June 30, 2000. Dear Prof. Corradi, as former President of the Standing Conference of Rectors of

the Italian Universities, I am very happy to witness (...) that what today is called the 'Erasmus Programme' is truly your creation, whose foundation you have actively committed yourself to for many years. One can truthfully write today that your idea was ahead of its time, and we can now proudly remember the battles (how many times at your initiative did the Conference of Rectors deal with this subject!) which at the time were fought to overcome perplexities and resistance. It is certainly due to your enthusiasm and to your persistence that the core idea of the programme, that is, the acquaintance of our students with the international dimension, has become the cultural heritage of our young people's communities and that the subsequent growing student exchange between various countries has contributed to emphasizing the supreme value of peace among populations. I am truly happy to credit you with all this, and I do not think that it would be rhetorical to say that, if today European university students can avail of the opportunities of personal and cultural growth made available by the Erasmus Programme, they owe it to your winning intuition and determination. In remembering the common efforts made in the interest of the University, I send you, along with my friendliest regards, my very best wishes. Vincenzo Buonocore».

Pisa 11 - febbraio 1988

SENATO DELLA REPUBBLICA

COMMISSIONE ISTRUZIONE PUBBLICA

E BELLE ARTI, RICERCA SCIENTIFICA,

SPETTACOLO E SPORT

IL PRESIDENTE

Cara Signora Corradi,

ho letto il suo articolo su "Repubblica"
e desidero unirmi alla soddisfazione
che lei deve provare nel vedere il suo
sogno educativo diventato realtà, come
lei lo aveva più volte illustrato a me
e alla Conferenza dei Rettori.

Da quel che legge il Programma Erasmus
ha dato vita proprio a ciò che lei auspica-
va e per cui abbiamo lavorato insieme
in anni ormai lontani.

Ricordo con piacere in tempi in cui lei
insisteva perché trovassi il tempo per incon-
trarci con Rettori di altri paesi (mentre
in Italia divampava la contestazione de-
ci poneva molti altri problemi contingenti);
ricordo anche le battaglie perché nei
suoi progetti di riforma universaria
venisse demandata all'autonomia
delle Università il tema delle relazioni
con le Università straniere.

...
Mi auguro che nel prossimo passaggio
dell'Università al Ministero nuovo insieme
alla Ricerca Scientifica l'autonomia e
la possibilità di muoversi con più agilità
nei riguardi delle Università straniere
siano assicurati e aumentati.

Ricordo tutto il suo lavoro di
allora, evidentemente ispirato a una
viva fiducia in tempi migliori che
auguriamoci di presto raggiungere,
mentre noi più vecchi avevamo
meno fede.

Tante congratulazioni per la sua
attività, che sarà certamente proficua
per il bene dei nostri studenti
e per diventare finalmente europei.

Preziosi e salutari cordaugurii
Suo M.
Alexander Suedz

6. THE BILATERAL ITALIAN-GERMAN AND ITALIAN-FRENCH MEETINGS OF 1969

On November 1 and 2, 1969, a meeting of the German and Italian delegations was held in Ettlingen (Karlsruhe) for the purpose of «*studying the equivalence of courses in some disciplines between Italian and German universities*», as stated in the letter of the Italian Ministry for Public Education (dated October 29, 1969, protocol 4786) with which, at the request of President Faedo, who wished to officialise this meeting to some extent, Inspector General Silvano Valle was appointed member of the Italian delegation.

The German delegation was composed of Professors Hans Rumpf, Prorector of the University of Karlsruhe, President of the German Conference of Rectors (Westdeutsche Rektorenkonferenz, WRK); Walter Rüegg, Rector of the University of Frankfurt and Vice President of the German Conference; Gerhard Kielwein, President of the German Service for Interuniversity Exchange, and Jürgen Fischer, Secretary General of the German Conference. The Italian delegation was comprised of Professors Alessandro Faedo, Rector of the University of Pisa and President of the Italian Conference of Rectors, Tito Carnacini, Rector of the University of Bologna and Vice President of the Italian Conference of Rectors, and Mario Rolla, Rector of the University of Pavia and Secretary General of the Italian Conference of Rectors. The Italian delegation also included Inspector General Silvano Valle, representing the Italian Ministry of Education, and Professor Sofia Corradi Madia.

During the two days of the 1969 Ettlingen Italo-German meeting, the work was intense, and in the end, the delegates agreed «*to appoint Commissions of Italian and*

German experts as soon as possible, to determine possible equivalences of university curricula» in the following areas:

«1) Degree Courses in Literature, in Philosophy and in Foreign Languages and Literatures

2) Degree Courses in Mechanical and Electro-technical Engineering, also to be considered as a model for other Degree Courses held by Technical Faculties

3) Degree Courses in Mathematics and Physics, also to be considered as a model for other Degree Courses held by Scientific Faculties

4) Degree Courses in Chemistry».

As expressly stated, *«the development of a scheme of equivalences between the above-mentioned subjects is aimed at making it possible for students of both countries to carry out a period of university study abroad, which will be fully recognised by the home university, and therefore, will cause no delay in the award of the final degree».* The bilingual document (Italian and German) was signed by Hans Rumpf and Alessandro Faedo.

To provide some idea of the practical difficulties of holding international meetings in 1969, the reader should consider that communications were carried out mostly by ordinary mail (which meant that a response might require two weeks to arrive). Telephone calls were very expensive at the time and international calls could not be dialed directly, but had to be placed through an operator, who would re-contact the caller after an hour or more. The usual way of travelling through Europe at the time was by train. Not to mention the fact that the financial resources of the Italian Conference of Rectors were normally very meagre. For the purpose of promoting a “culture of student mobility”, texts and documents were mimeographed in large quantities and then mailed to the organizations, institutions,

or persons believed to be interested in the issue, or handed out at international meetings.

On the occasion of the 1969 Geneva Assembly of European Rectors (CRE), contact was also made with the Conference of French University Presidents, and besides the Italian-German meetings, similar Italian-French meetings took place. At the time, the European Community included only six States: France, Italy, West Germany, Belgium, The Netherlands and Luxembourg.

On December 6 and 7, 1969, an Italian delegation met a French delegation in Pisa, Italy. The main purpose of the meeting was, as stated expressly in the final document, *«to prepare a study of course equivalences between French and Italian Universities in some subjects»*. After a lengthy debate, it was decided eventually to *«study, during an initial phase, possible equivalences between university studies in the following disciplines:*

1. *Degree Courses in Literature:* a) classical, b) modern, c) modern languages and literature
2. *Degree Courses in Chemistry:* a) organic-biological, b) inorganic-chemical-physical
3. *Degree Courses in Mathematics:* a) general, b) didactic, c) applied
4. *Degree Courses in Physics:* a) general, b) didactic, c) applied
5. *Degree Courses in Biological Sciences*
6. *Degree Courses in Natural Sciences»*.

The bilingual document (Italian and French) concludes with the statement: *«the development of a scheme of equivalences between the above-mentioned subjects is aimed at making it possible for students of both countries to carry out a period of university study abroad, which will be fully recognised by the home university, and therefore, cause*

no delay in the award of the final degree».

In order to prepare public opinion and create the much hoped-for “culture of student mobility”, at the end of each meeting Corradi would prepare a rather extensive press release. Sometimes the press would grant ample space to the piece, as in the case for the Pisa meeting. The press release was published almost in its entirety by several important newspapers on December 9, 1969. The heading of the article in IL MESSAGGERO read, «*The work of the Pisa conference has come to an end. Interchange of university students between Italy and France. The young people of the two countries will be allowed to carry out a period of study abroad with full recognition by their home universities*». In LA NAZIONE it was entitled, «*Work of the Pisa Meeting Concluded. Exchange of University Students between Italy and France. The young people of the two countries will be allowed to carry out a period of study abroad with full recognition by their home universities*». IL TEMPO entitled its article, «*Italian Students in French universities. Meeting in Pisa with French Presidents. Recognition of Foreign Studies*». The following is the translation of one of the articles concerning the meeting:

From CORRIERE DELLA SERA, December 9, 1969

«*THE CONFERENCE OF ITALIAN AND FRENCH
RECTORS*

*Agreements regarding recognition of studies
carried out abroad.*

Pisa, December 8

The work at the meeting of French Presidents and Italian Rectors came to an end today in Pisa. The aim of the meeting was to promote the interchange of university students. Similar meetings between Italian and German

Rectors took place a month ago in Karlsruhe.

With today's meeting, the Rectors aimed at making it possible for students of the two countries to carry out a period of university studies abroad which will be fully recognised by their home university, and cause no consequent delay in the awarding of their final degree (...).

As we all know, the law on universities approved a few days ago by the Italian Parliament - as communicated in a press release - allows the student a great deal of freedom to determine his university curriculum. The Conference of Rectors of the Italian Universities is in favour of a further increase in the freedom given to students, that is, to allow them, even if not belonging to families residing abroad, to carry out part of their studies in foreign universities following the previous consent of the Faculty Councils, so that recognition will be assured (...) Moreover, as stated by the Rectors, one should take into consideration the unique educational, as well as scientific and social function of intercultural exchange, both from the point of view of the individual student who participates in it, and as a means of promoting international friendship and understanding, in keeping with the pacifist ideal of Article 11 of the Italian Constitution.

Therefore, the main purpose of the two-day meeting of the Italian Rectors and French Presidents was to determine possible equivalences between courses in some of the subjects taught in Italian and French universities. An agreement was reached on the method of work, and the results will be presented to the Ministry of Public Education as soon as possible.

The French delegation included President Jean Roche, the French Government's General Delegate for international university relations and Professor Jean Louis Moret-Bailly, Secretary General of the French Conference of University Presidents; from Italy, the delegation included Professors Alessandro Faedo, Rector of the University of Pisa and President of the Standing Conference of Rectors of Italian Universities, Mario Rolla, Rector of the University of Pavia and General Secretary of the Rectors Conference; Tito Carnacini, Rector of the University of Bologna and Vice President of the Italian Conference, Gian Gualberto Archi, former Rector of the University of Florence and Dr. Ugo Rossi, General Director for Cultural Exchanges, representative of the Italian Ministry of Education».

The above is the translation of the article published in CORRIERE DELLA SERA on December 9, 1969. The original copies of articles published on the same date by other national daily newspapers are reproduced at the end of this paragraph.

We have already discussed the normative obstacles that hindered student mobility. Moreover, it was necessary to use diplomacy to overcome the resistance of the councils of each faculty, who would be called upon to approve the individual student's specific international study plan on a case-by-case basis. The policy then adopted foresaw that when creating the Commissions charged with drawing up the criteria for recognition, scholars of the highest and most undisputed academic and scientific prestige from both nations should be appointed, so

that their contributions might not appear as an imposition, but as extremely authoritative, in the best sense of the word.

Gian Gualberto Archi, former Rector of the University of Florence, was appointed Coordinator of the Italian Commission. The experts included Professors Agostino Antonio Capocaccia of the University of Genoa, Gianfranco Cimmino of the University of Bologna, Gianfranco Contini of the University of Florence, Paolo Grünanger of the University of Pavia, Alberto Monroy of the University of Palermo, and Luigi Radicati di Brozolo of the Scuola Normale Superiore of Pisa. The German experts were of equal prestige.

It was a time of momentous international tension between the Soviet Union and the United States of America; the work of the Commission took place in an atmosphere of enthusiasm and deep mutual trust, driven by the ideal of contributing to peace and understanding among nations. To describe this atmosphere we would like to mention an episode that took place in a few minutes at a meeting at the Office of the Rectors' Conference in Rome, which at the time was located in Palazzo Torlonia. Due to the scarcity of funds available to the Italian Rectors' Conference, a one-day meeting was organized. To permit the experts to draw up a plan of equivalences in so little time, Professor Corradi had prepared a draft she had distributed to everyone present. Professor Contini, on finding this pre-prepared text on the table, was not in the least pleased and obviously hesitant (to put it mildly), and declared, that *«the draft needed to be examined carefully, that*

what was requested of the group of experts was a lengthy and complex task, etc.». Corradi, who was very worried, then sat next to him, and told him candidly that it was she herself who had prepared the draft, and what was being asked of the masters of their fame was that they add the authority of their prestigious names to endorse what she had written «because any lack of completeness or overlapping of the individual curriculum would be largely compensated for by the broadening of the cultural horizon of the student and by the contribution that would be made towards peace and international understanding». Professor Contini, who had turned and listened to her attentively, immediately realized that the topic on the agenda was actually the promotion of intercultural understanding. He instantly espoused the cause, addressed his colleagues without even asking for the floor, as if continuing his previous discourse, and said that «in actual fact, at least along its general lines, the proposed scheme can surely be adopted», and therefore suggested that it be «approved rapidly and if in the future experience were to show the need for improving it, it could be done later».

From Il Messaggero, December 9, 1969

The work of the Pisa conference has come to an end. Interchange of university students between Italy and France. The young people of the two countries will be allowed to carry out a period of study abroad with full recognition by their home universities

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CONCLUSI I LAVORI DELLA CONFERENZA DI PISA

Scambio fra Italia e Francia di studenti universitari

I giovani dei due Paesi potranno compiere un periodo di studi all'estero con il pieno riconoscimento da parte delle Università di origine

Pisa, 8 dicembre

Si sono conclusi a Pisa i lavori della conferenza dei rettori francesi e italiani per promuovere scambi internazionali di studenti universitari. Analoghi incontri si sono svolti un mese fa a Karlsruhe fra i rettori italiani e quelli tedeschi. La conferenza dei rettori si propone di rendere possibile agli studenti dei due Paesi di compiere un periodo di studi universitari all'estero, con pieno riconoscimento da parte dell'università di origine, e quindi senza ritardo nel conseguimento della laurea. Accordi simili sono già operanti tra università francesi e tedesche. Per ora gli studi universitari compiuti da studenti italiani in università straniere (salvo il caso del tutto eccezionale di studenti che risiedono all'estero con la propria famiglia) non vengono di solito riconosciuti agli effetti del conseguimento della laurea.

Come è noto, la legge sui provvedimenti urgenti per l'università, approvata giorni fa dal Parlamento — è detto in un comunicato — consente allo studente un'ampia libertà nella formazione del proprio piano di studio. La conferen-

za dei rettori delle università italiane è favorevole a un ulteriore allargamento della libertà concessa agli studenti permettendo ad essi (anche se non appartenenti a famiglie residenti all'estero) di svolgere parte del loro piano di studio in università straniere, chiedendo il previo assenso al consiglio di facoltà per averne assicurata l'equivalenza. Ciò — secondo i rettori — porterebbe ad inserire meglio gli studenti italiani in un contesto europeo, contribuendo ad abbattere le barriere linguistiche che l'inadeguato insegnamento delle lingue straniere nella scuola italiana pone come gravissimo « handicap » alla quasi totalità degli studenti. A ciò si aggiunge — affermano ancora i rettori — la considerazione dell'insostituibile funzione formativa, scientifica e sociale degli scambi culturali, sia dal punto di vista del singolo studente che vi partecipa, sia come mezzo per la promozione dell'amicizia e della comprensione internazionale, in attuazione dell'orientamento pacifista dell'art. II della costituzione italiana.

Pertanto, scopo principale del-

l'incontro (durato due giorni) dei rettori italiani e francesi è stato quello di studiare le equivalenze dei corsi in alcune discipline tra le università italiane e francesi. E' stato raggiunto un accordo sul metodo di lavoro, che sarà quanto prima presentato al Ministro della Pubblica Istruzione.

Hanno partecipato all'incontro, da parte francese, il rettore Jean Roche, delegato generale del governo francese alle relazioni universitarie internazionali, e il professor Jean Louis Moret-Bailly, segretario generale della conferenza dei rettori francesi; da parte italiana, i professori Alessandro Faedo, rettore dell'Università di Pisa e presidente della conferenza permanente dei rettori delle università italiane, Mario Rolla, rettore dell'Università di Pavia e segretario generale della conferenza dei rettori, Tito Carnacini, rettore dell'Università di Bologna e vicepresidente della conferenza italiana, Gian Gualberto Archi, già rettore dell'Università di Firenze e il dott. Ugo Rossi, direttore generale per gli scambi culturali, in rappresentanza del Ministero della Pubblica Istruzione.

IL MESSAGGERO

9/12/69

IL TEMPO 9/12/69

Studenti italiani negli atenei stranieri

Conferenza a Pisa con i Rettori francesi - Riconoscimento degli studi compiuti all'estero

Pisa, 8 dicembre

Si sono conclusi oggi a Pisa i lavori della conferenza dei rettori francesi e italiani per promuovere scambi internazionali di studenti universitari. Analoghi incontri si sono svolti un mese fa a Karlsruhe fra i rettori italiani e quelli tedeschi.

I rettori si propongono di rendere possibile agli studenti dei rispettivi Paesi di compiere un periodo di studi universitari all'estero, con pieno riconoscimento da parte dell'università di origine, e quindi senza ritardo nel conseguimento della laurea. Accordi simili sono già operanti tra università francesi e tedesche. Per ora gli studi universitari compiuti da studenti italiani in Università straniere (salvo il caso del tutto eccezionale di studenti che risiedono all'estero con la propria famiglia) non vengono di solito riconosciuti.

Come è noto, la legge sui provvedimenti urgenti per la università, approvata giorni fa dal Parlamento — è detto in un comunicato —, consente allo studente un'ampia libertà nella formazione del proprio piano di studio. La conferenza dei rettori delle università italiane è favorevole a un ulteriore allargamento della libertà concessa agli studenti permettendo ad essi (anche se non appartenenti a famiglie residenti all'estero) di svolgere parte del loro piano di studio in università straniere, chiedendo il previo assenso al Consiglio di facoltà per averne assicurata l'equivalenza. Ciò — secondo i rettori — porterebbe ad inserire meglio di studenti italiani in un contesto europeo, contribuendo ad abbattere le barriere linguistiche che l'inadeguato insegnamento delle lin-

gue straniere nella scuola italiana pone come gravissimo «handicap» alla quasi totalità degli studenti.

Pertanto, scopo principale dell'incontro (durato due giorni) dei rettori italiani e francesi è stato quello di studiare le equivalenze dei corsi in alcune discipline tra le università italiane e francesi. E' stato raggiunto un accordo sul metodo di lavoro, che sarà quanto prima presentato al Ministro della P.I.

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From Il Tempo
December 9, 1969

Italian Students in French
universities. Meeting in Pisa with
French Presidents. Recognition
of Foreign Studies

From La Nazione December 9, 1969

Work of the Pisa Meeting Concluded. Exchange of University Students between Italy and France. The young people of the two countries will be allowed to carry out a period of study abroad with full recognition by their home universities

LA NAZIONE
9/12/69

CONCLUSO IERI A PISA

L'incontro dei rettori italiani e francesi

Pisa, 8 dicembre.

Si sono conclusi oggi a Pisa i lavori della conferenza dei rettori francesi e italiani per promuovere scambi internazionali di studenti universitari. Analoghi incontri si sono svolti un mese fa a Karlsruhe fra i rettori italiani e quelli tedeschi.

Con la conferenza di oggi i rettori si propongono di rendere possibile agli studenti dei due paesi compiere un periodo di studi universitari all'estero, con pieno riconoscimento dell'università di origine, e quindi senza ritardo nel conseguimento della laurea. Accordi simili sono già operanti tra università francesi e tedesche. Per ora gli studi universitari compiuti da studenti italiani in università straniere (salvo il caso del tutto eccezionale di studenti che risiedono all'estero con la propria famiglia) non vengono di solito riconosciuti agli effetti del conseguimento della laurea.

Come è noto, la legge sui provvedimenti urgenti per l'università approvata giorni fa dal Parlamento — è detto in un comunicato — consente allo studente un'ampia libertà nella formazione del proprio piano di studio. La conferenza dei rettori delle università italiane è favorevole a un ulteriore allargamento della libertà concessa agli stu-

denti permettendo loro (anche se non appartenenti a famiglie residenti all'estero) di svolgere parte del piano di studio in università straniere, dopo aver chiesto l'assenso al consiglio di facoltà per averne assicurata l'equivalenza. Ciò — secondo i rettori — porterebbe ad inserire meglio gli studenti italiani in un contesto europeo, contribuendo ad abbattere le barriere linguistiche che l'inadeguato insegnamento delle lingue straniere nella scuola italiana pone come gravissimo handicap alla quasi totalità degli studenti. A ciò si aggiunga — affermano ancora i rettori — la considerazione dell'insostituibile funzione formativa, scientifica e sociale degli scambi culturali, sia dal punto di vista del singolo studente che vi partecipa, sia come mezzo per la promozione dell'amicizia e della comprensione internazionale, in attuazione dell'orientamento pacifista dell'articolo 11 della Costituzione italiana.

Pertanto, scopo principale dell'incontro (durato due giorni) dei rettori italiani e francesi è stato quello di studiare le equivalenze dei corsi in alcune discipline tra le università italiane e francesi. E' stato raggiunto un accordo sul metodo di lavoro, che sarà quanto prima presentato al ministro della pubblica istruzione.

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LA CONFERENZA DEI RETTORI ITALIANI E FRANCESI

Accordi per il riconoscimento degli studi fatti all'estero

Pisa 8 dicembre, notte.

Si sono conclusi oggi a Pisa i lavori della conferenza dei rettori francesi e italiani per promuovere scambi internazionali di studenti universitari. Analoghi incontri si sono svolti un mese fa a Karlsruhe fra i rettori italiani e quelli tedeschi.

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guato insegnamento delle lingue straniere nella scuola italiana pone come gravissimo handicap alla quasi totalità degli studenti. A ciò si aggiunge — affermano ancora i rettori — la considerazione dell'insostituibile funzione formativa, scientifica e sociale degli scambi culturali, sia dal punto di vista del singolo studente che vi partecipa, sia come mezzo per la promozione dell'amicizia e della comprensione internazionale, in attuazione dell'orientamento pacifista dell'articolo 11 della Costituzione italiana.

Pertanto, scopo principale dell'incontro (durato due giorni) dei rettori italiani e francesi è stato quello di studiare le equivalenze dei corsi in alcune discipline tra le università italiane e francesi. E' stato raggiunto un accordo sul metodo di lavoro, che sarà quanto prima presentato al ministro della pubblica istruzione.

Hanno partecipato all'incontro, da parte francese, il rettore Jean Roche, delegato generale del governo francese alle relazioni universitarie internazionali, e il professore Jean Louis Moret-Bailly, segretario generale della conferenza dei rettori francesi; da parte italiana, i professori Alessandro Faedo, rettore dell'università di Pisa e presidente della conferenza permanente dei rettori delle università italiane; Mario Rolla, rettore dell'università di Pavia e segretario generale della conferenza dei rettori; Tito Carnacini, rettore dell'università di Bologna e vice-presidente della conferenza italiana; Gian Gualberto Archi, già rettore dell'università di Firenze e il dottor Ugo Rossi, direttore generale per gli scambi culturali, in rappresentanza del ministero della pubblica istruzione.

From Il Corriere della Sera December 9, 1969

The Conference of Italian and French rectors. Agreements regarding recognition of studies carried out abroad.

CORRIERE SERA
9/12/69

7. YEAR 1970. THE ADOPTION OF LAW 910 OF 1969 AND INTERNATIONAL OPPORTUNITIES

In the wake of the student movements of 1968, in December 1969, the Italian Parliament approved Law 910. This law introduced a principle that, at the time, seemed revolutionary, *i.e.* that the individual student would be granted rather ample freedom to organize his own university curriculum, choosing the subjects or courses that he wished to take. Law 910 established that the academic body responsible for approving the curricula drawn up by individual students should be the Faculty Council. This law, by relaxing the rigidity of the curriculum and assigning decisional power to a body of scholars, removed several of the obstacles to *«the possibility that Italian students could complete a part of their curriculum in a foreign university»*.

At the end of 1969, success seemed near, and the work of the Commissions continued intensively. After an initial meeting in Bologna, on February 19, 1970, a second meeting of the group of experts was held in Florence, at the Office of the Dante Society, in Palazzo della Lana. The participants included Rectors Faedo and Carnacini, Professor Moret-Bailly of the French Conference of Presidents, Professor Schulte and Professor Corradi Madia.

On March 10, 1970, at the Office of the Conference of Rectors in Rome, the third Italian-German meeting took place. The German participants included Professors Rüegg and Schulte, and Doctors Voks and Burkner. The Italian delegation included Professors Faedo, Archi, Cimmino, Radicati di Brozolo, Contini, Grünanger, Capocaccia, Monroy and Corradi Madia. Also in attendance, as an observer, was Professor Moret-Bailly.

The work was now at a significant point of

development, with both the German and French Conferences. Therefore, it was deemed useful to bestow a certain degree of authority on the meeting by inviting the Italian Minister of Education Mario Ferrari Aggradi, the General Director for University Education Salvatore Comes, and to attract publicity by inviting the press.

The press release that Corradi prepared for the occasion emphasized once again the criteria previously expressed:

«As we know, Article 2 of the recently-approved Law 910 grants the individual student a great deal of freedom when organizing his curriculum. The Conference of Rectors is now in favour of a further increase in the freedom granted to individual students, by allowing them to carry out part of their curriculum in foreign universities, following previous approval by the Faculty Council so that he is assured of its being recognised. This would allow Italian students to assume a better position within a European milieu (...) also in consideration of the unique educational, as well as scholarly and social function, of intercultural exchange, both from the point of view of the individual student who participates in it, and as a means of promoting international friendship and understanding, in keeping with the pacifist ideal of Article 11 of the Italian Constitution».

On July 3 and 4, 1970, an Italian and French meeting took place in Paris, at the invitation of Prof. Jean Roche, General Delegate for International University Relations. A detailed report of the meeting was prepared by the French delegation. In a letter dated July 9, 1970, Professor Roche made a detailed report of the meeting to the then French Minister of Education Olivier Guichard, who, on the occasion of his visit to Riccardo Misasi, the Italian

Minister of Education, adopted the proposals agreed upon by the two delegations of University heads on December 8, 1970, in Rome.

8. YEAR 1971. THE ITALIAN-GERMAN MEETING IN BAD GODESBERG (BONN) AND MINISTER RICCARDO MISASI'S CIRCULAR LETTER

The efforts of the Italian Conference of Rectors, described above, influenced the Italian Government, which in 1970 deposited a memorandum with the European Community concerning *«the association of young people with the construction of Europe»* where, among other things, an increase in the exchange of students was specifically hoped for. This memorandum is mentioned in a letter dated June 12, 1970, from Jean Rey, President of the Commission of the European Communities, to Pierre Harmel, President of the Council of the European Communities, regarding the Belgian proposal to hold a session of the Ministers of Education of the six member countries.

As we know, it was the student movements which brought problems regarding universities to the attention of Governments. However, we wish to record here, for future reference for historians of European integration and education, that we witnessed several meetings between university heads in which each one assured that he would do his utmost to urge the Government of his country to address the issue, both by speaking personally to the Ministers in charge, and by volunteering as a member of Government delegations to international meetings.

A Conference of Education Ministers of the National States of the European Area of the UNESCO was held in

1970. Between February 18 and 21, 1971, a large delegation of the Italian Conference of Rectors, which included Sofia Corradi, attended a meeting in Bad Godesberg, at the Offices of the West-German Rectors' Conference (Westdeutsche Rektorenkonferenz). In a brief document that was approved, the two delegations adopted the work of the Italian and German Equivalence Commissions, as well as the criteria of equivalence they had proposed.

Meanwhile, the article which President Faedo and Professor Corradi had proposed to Minister Ferrari Aggradi in 1969 had covered a part of its legislative itinerary, and had become Article 53 of Draft number 612 and had been approved by the Senate of the Italian Republic in early 1971, though unfortunately, it was not yet approved by the House of Deputies, which was required to allow it become law.

Taking advantage of the situation, in a letter dated March 22, 1971, President Faedo officially informed the Italian Minister of Education Misasi of the results of the work carried out by the Conference of Rectors. The following is the text of the letter (Rectors Conference, Document n. 114):

*«To the Hon. Riccardo Misasi, Education Minister, Rome.
Mr. Minister,*

The Equivalence Commission, appointed by the Ministry of Education in January 1970 and composed of Professors Gian Gualberto Archi, Agostino A. Capocaccia, Gianfranco Cimmino, Gianfranco Contini, Paolo Grünanger, Alberto Monroy, and Luigi Radicati di Brozolo, having held the necessary meetings with the competent French and German authorities, has concluded its work. In my capacity as President of the Italian Conference of Rectors, I am pleased to present you with the results of the work whereby this

Commission has intentionally and realistically limited its activity to determining equivalences only between those degree courses that are most likely to facilitate this initial experience. Regarding France, the curricula have been grouped into Literary courses and Scientific courses (...) while, with the German authorities, we have proceeded separately curriculum by curriculum (...).

In the hopes that the results of our work will meet with your approval, I would like to call your attention to the opportunity to inform the individual universities and faculties involved, by means of a Ministerial Circular Letter, of the equivalences determined by the Commissions of Experts, while acknowledging all due respect for the authority granted by law in this field to the Faculty Councils.

The Equivalence Commission does not aim to take the place of that authority, but in the hopes that the exchange of students between the universities of different countries may be intensified more and more (in the spirit of Article 53 of Draft 612, which is now being discussed in Parliament) it has deemed useful to suggest a number of general criteria aimed at facilitating and simplifying the task of the Faculty Council and at creating uniform solutions.

I would like to clarify, ad abundantiam, that the Equivalence Commission has not dealt with the equivalence between final degrees required for access to the professions, but simply with the issue, which concerns the universities only, of equivalence between periods of university studies carried out abroad. Our aim (in a pilot experiment based on Article 53, letter "e" of Draft 612) is to make it possible for Italian students to carry out a period of university studies abroad, which will be fully recognised by their home university, and therefore cause no delay in the acquisition of their final degree. Obviously, according to Law 910, the

individual curriculum must be previously approved by the Faculty Council.

I would like to add that it is the unanimous opinion of the Equivalence Commission that any disadvantages due to incompleteness or overlapping of the curricula of the foreign and Italian universities will be amply compensated for by the advantages of learning the foreign language, of broadening the cultural horizon of the student, and the life experience gained by living in a culture different from their own.

I wish to assure you, Mr Minister, that the spirit which guided the Rectors Conference and all those who have participated in the work it has required, has been that of conforming to what is established by Article 11 of the Italian Constitution, and which I am happy to quote: "Italy repudiates war as an instrument of offence against the freedom of other populations, and as a means of resolution of international controversies; it consents, in conditions of parity with other states, limitations of sovereignty which aim at ensuring peace and justice among nations; it promotes and favours international organizations aimed at this objective.

*Signed: The President
Professor Alessandro Faedo"*

After a little more than a month, Minister Misasi issued the Circular Letter dated May 8, 1971, (Ministry of Education, General Direction for University Education, Division X, Section II, n. 1905, position 20, P.G./rda/sl) with the subject «*The Equivalence of Periods of University Studies carried out in France and in Germany*». In addition to that one, the Conference of Rectors sent its own Circular

Letter to all Italian Rectors explaining the Ministry's letter, aimed at drawing attention to the opportunities made available. All of the above texts show a certain linguistic uniformity because they were all written or drafted by Sofia Corradi Madia.

Then, another meeting of the German and Italian delegations took place in Cagliari between June 11 and 13, 1971. However, when success seemed near, everything unfortunately went back to square one because Draft 612 was not passed by the other House of the Italian Parliament (the Camera dei Deputati or Chamber of Deputies), and did not, as a result, become law.

9. YEARS 1971-73. THE JEANNE REPORT, *FOR A EUROPEAN POLICY OF EDUCATION*

The first meeting of Education Ministers of the European Community's Member States took place in November 1971 «*within the Council of Ministers*». As we mentioned previously, this was a rather complex way of managing to hold this type of meeting, despite the fact that the topic was not formally dealt with in the 1957 *Treaty of Rome*. In July 1972, the Commission of the European Community invited Henry Jeanne, the former Belgian Minister of Education, to conduct research into possible areas for future action programmes in the field of education by the Community. The Jeanne Report "*For a Community Policy of Education*" was officially presented in February 1973. From then on, problems of education would be officially debated within the European Community.

Contacts between the Conferences of Rectors of various countries continued during the semi-annual

meetings of the CRE. Moreover, in 1972, on the initiative of the Belgian, German, French, and Italian Conferences, a *Group of Experts* was created, which in 1973 was to become the *Liaison Committee*, later better known as EUREC. As we mentioned before, CRE and EUREC merged in 2001 to become the European Association of Universities.

Since no immediate progress seemed to be in sight, and Professor Corradi was not willing to give up, considering that in Italy the main obstacles to student mobility were mostly at administrative level, towards the end of 1972, at the General Assembly of the Italian Conference of Rectors, it was agreed upon that the Association of the Administrative Directors of the Italian Universities should hold a meeting between the heads of university career services offices.

This meeting took place in Rome, on February 9 and 10, 1973. Item 2 on the agenda was the «*Modification and updating of internal university norms concerning students' careers*». Since the adoption of a general university reform continued to be delayed, Professor Corradi hoped that this might constitute an easier way to achieve the objective, since internal university norms did not require a State Law in order to be modified, and, in actual fact, a Decree by the Ministry was sufficient. Therefore, the Rome meeting prepared and adopted innovative internal norms which were then approved by the General Assembly of Rectors on February 15, 1973. Article 12 of the new text attempted to “sneak in” the recognition of studies carried out abroad by presenting them as «*shortening the degree programme on the basis of studies carried out in foreign universities*», and in agreement with Law 910, it was specified that, «*at the request of the student, the decision should be adopted by the Faculty Council, which would also decide on the student's successive curriculum*». In an explanatory note, an attempt

was made to have this article pass by reducing it to mere procedural simplification and an effort was made to lower resistance by making it evident that *«in any case, the substantial didactic and academic seriousness of studies is guaranteed by the necessity that a positive evaluation be expressed by Faculty Councils, who, according to law, are the bodies competent for the entire issue of students' careers»*. Unfortunately, this effort also did not yield any practical results either.

10. YEAR 1974. INTERUNIVERSITY COOPERATION AS AN INSTRUMENT FOR THE PROMOTION OF A CULTURE OF PEACE

As we have already mentioned above, one constant feature of the intercultural efforts made by University heads, in Italy as well as in the countries with whom contacts were frequent, was that they were appointed to Government delegations participating in international meetings. One such meeting acted as the starting-point of an important, laborious, and complex adventure that brought great international prestige to the Italian Conference. The action carried out on this occasion, as well as the active promotion of student exchange described above, were two important reasons why, in 1984, Rector Carmine Alfredo Romanzi, President of the Italian Conference, would be *unanimously* elected President of CRE.

From November 26 to December 3, 1973, the second meeting of the Ministers of Education of the States of the European area of UNESCO took place in Bucharest. Rector Tito Carnacini, President of the Italian Conference at the time, was a member of the Delegation of the Italian

Government. As we know, the European area of UNESCO includes all of *geographic* Europe as far as the Ural Mountains. When a delegation of an Eastern European country in attendance suggested that international cooperation between universities might be promoted by founding a *new* association of European universities, whose members would be mainly from the universities of Eastern European countries, Carnacini improvised an agreement with some of the Rectors who were members of the delegations of the French, British, and Yugoslav Governments and suggested waiting for the constitution of an Association of Universities of the Eastern Countries. In order to enhance forms of interuniversity cooperation in Europe, Carnacini suggested using the existing structures, that is the CRE, a far-reaching intuition of his which was to avoid a schism between the universities of Eastern and Western Europe. As a result, Recommendation 11/15 of the Second Conference of the Ministers of Education, which adopted the Carnacini proposal, expressed the hope that, on the occasion of the next CRE General Assembly, which would be held in Bologna in September 1974, and to which Rector Carnacini would invite all the universities of the European area of UNESCO, an attempt would be made to reach some sort of agreement aimed at preventing the division of the European universities into two blocs.

In September 1974, therefore, on the days immediately following the CRE Assembly, a large-scale meeting took place, later known internationally as “*Bologna Two*”, where Rectors from several Eastern countries, including the Soviet Union, were also present.

Painstaking negotiations were started with a view to including the universities of Eastern Europe in CRE. The “*Bologna Two*” meeting appointed a “study group”

composed of representatives of the CRE (and among them, its newly-elected President, the German Rector Ludwig Reiser) as well as a number of Rectors from Eastern Countries: Professor Eugeny Sergueev, First Pro-Rector of the University of Moscow, Professor Blagovest Sendov, Rector of the University of Sofia, Professor Zigmund Ribicki, Rector of the University of Warsaw. The Secretary General of IAU-AIU, Roger Keyes, and a representative of UNESCO were also appointed.

Rector Carnacini was appointed President, and as a result Professor Corradi, as his expert in the specific field, actively participated in all the activities of the group, whose task it was to prepare possible amendments to the CRE Statute in order to facilitate the participation of the Eastern European universities. The group held several meetings (in Paris, Bologna, and Sofia), and despite the numerous difficulties encountered, a text was agreed upon, in hopes that it would be approved by an extraordinary CRE Assembly.

However, international tensions between the great powers were still too strong. The *Cold War* was raging; evidently, the times were not yet ripe for this type of initiative. The CRE General Assembly, which opened solemnly on June 7, 1975, in Vienna, with the President of the Austrian Republic and its Minister for Research present, did not achieve the intended result. As soon as the debate started, it became clear that there was strong opposition to the proposed text. All successive efforts proved vain, both during the debate as well as during voting on the single amendments. The most critical point was reached, when, at the very last minute, the majority proposed and approved, without any preliminary discussion, that the new Statute, which had just been amended to produce a result that was

the opposite of what had been hoped for, take immediate effect. This constituted a breaking point, and when voting for its final approval began, prompted by Professor Corradi, a number of Italian, French, Yugoslav and other Rectors from different countries left the hall so that the necessary *quorum* would not be reached. Therefore, the Assembly turned out to be fruitless; however, if nothing else, it was preferable to a change for the worse. This episode is described in a text (Rectors Conference, Document 518, entitled, *A Defeat for PanEuropean University Cooperation*) which President Carnacini wrote for Bologna's daily newspaper IL RESTO DEL CARLINO, and was published under a different title on June 20, 1975.

It had been hoped that CRE would be able to announce its enlargement at the General Assembly of IAU-AIU (the *worldwide* association of universities) which was to take place in Moscow during the summer of 1975, but since this hope had been dashed, some Eastern European Rectors, by way of protest, withdrew from the CRE.

President Carnacini reported this defeat to the Assembly of the Italian Conference, and Rector Giampaolo De Ferra, of the University of Trieste (Italy), with a view to resuming negotiations, had the felicitous idea, which he proposed immediately, of inviting to Trieste, «*an ideal cultural bridge between East and West*», a considerable number of Rectors from *geographical* Europe for a «*study seminar*» on the *Helsinki Act*, which had just been signed by the major powers. The purpose was to resume negotiations, which would never be abandoned.

On the initiative of Luigi Labruna, the then Rector of the University of Camerino, Italy, the proceedings of the 1976 *Trieste Seminar* were documented in a book published entirely in French, English, and Russian (*Les aspects*

culturels et scientifiques des accords de Helsinki, University of Camerino, 1976). Also on this occasion, Professor Corradi, who was asked to deliver the Introductory Report of one of the meeting's Commissions, seized the opportunity to promote the cause of student mobility with full recognition of studies conducted abroad. For diplomatic reasons of a geographical and linguistic nature she delivered the original Report in French, although the English and Russian translations were also published in the same volume. The text was as follows:

«Prof. Sofia Corradi

(...) Le meilleur rapport introductif serait la lecture du texte de l'Acte final d'Helsinki, dans lequel on trouve des propositions si ouvertes et si encourageantes qu'elles nous font penser que le temps est enfin venu de voir les échanges culturels internationaux se réaliser sans rencontrer les innombrables obstacles qu'ils ont rencontrés dans le passé. En lisant le texte de l'Acte final d'Helsinki il semble que désormais les chercheurs et les étudiants des divers pays européens pourront librement s'enrichir de tout ce qui peut leur être utile dans chacune des différentes cultures des divers pays comme de leur propre pays.

Malheureusement ceux d'entre nous qui ont une certaine expérience en matière d'organisation de rapports culturels internationaux, savent bien que depuis quelques décennies nombreuses sont les déclarations d'après lesquelles les échanges culturels internationaux doivent être encouragés, mais quand on essaie de traduire ces principes dans des faits concrets on rencontre bien des difficultés; et ce ne sont pas seulement des difficultés objectives (comme le manque d'argent, par exemple) mais ce sont aussi des difficultés plus profondes. C'est pourtant sur ces dernières que je voudrais attirer l'attention des Recteurs

d'Universités. Ce sont en effet les Universités qui sont appelées à jouer un rôle assez important dans la phase de la traduction en faits des principes énoncés par la déclaration d'Helsinki.

En participant à des réunions internationales on constate fréquemment qu'autour de la table chacun est prêt à dire que les échanges culturels doivent être encouragés, mais lorsque le discours se fait plus spécifique on s'aperçoit que chaque participant pense que c'est sa propre culture qui doit le plus influencer les autres et qu'en conséquence il serait très utile aux érudits des autres pays d'apprendre la vraie culture qui (évidemment) est toujours la culture de celui qui parle.

Cette attitude (qui malheureusement est commune, au moins en quelque mesure, aux hommes et aux femmes de tous les pays) a été définie (depuis longtemps) par Pasquale Stanislao Mancini comme "l'esprit missionnaire". Comme on le sait, le missionnaire dans le sens strict du terme est celui qui s'approche d'une culture pour y introduire la religion de sa propre culture mais sans aucune intention d'apprendre lui-même quelque chose. L'exemple traditionnel de ce phénomène est celui de l'européen chrétien qui se rend en Afrique pour enseigner la religion chrétienne aux africains tout en étant persuadé que les européens n'ont rien à apprendre des cultures africaines. C'est seulement depuis peu de temps que nous autres européens avons enfin compris que nous avons quelque chose à apprendre des cultures africaines. Si l'on aborde plus directement la promotion concrète des échanges culturels internationaux on constate fréquemment une résistance de la part des instances de l'Education de chaque pays à admettre que leurs étudiants (et leurs chercheurs) puissent avoir beaucoup à apprendre de la connaissance des cultures d'autres pays. Par conséquent lorsqu'il s'agit de

traduire en faits les déclarations de principe il apparaît que la préoccupation principale de la bureaucratie de chaque pays soit de s'assurer que les étrangers aient la possibilité de s'approcher de la culture du pays qui les accueille.

Tout à fait différente est l'attitude des hommes de culture, enseignants, savants et naturellement Recteurs; pour cette raison une réflexion commune des Recteurs en ce domaine sera certainement constructive. Si le rôle (et la fonction) des Recteurs est un rôle (et une fonction) d'éducateurs, alors il en résulte évident que leur souci principal est de faire tout leur possible pour que les étudiants de leur pays acquièrent la meilleure formation possible en élargissant leurs propres horizons culturels notamment en étudiant à l'étranger. Mais ceci exige des mesures très concrètes tant des Universités que des Gouvernements et Institutions internationales; pour être bref je reprends simplement les propositions faites jeudi matin par le Recteur Luchaire et je pense que nous pouvons dès maintenant en discuter. Je me permets donc d'en citer un passage:

“A plusieurs reprises l'Acte d'Helsinki met l'accent sur l'intérêt des arrangements directs entre les Universités; je crois en effet que c'est la meilleure forme de coopération internationale universitaire; elle peut prendre l'aspect de conventions bilatérales conclues entre deux universités de pays différents mais aussi d'accords plus larges : je pense à des consortiums unissant pour le même objet, de recherche, d'enseignement ou de publication, des Universités de plus de deux pays 4 ou 5 ou même plus; je crois aussi que dans le domaine de la Science les échanges d'information dans le cadre de pareilles conventions iront dans le sens du progrès général et que nous devons éviter tout réflexe nationaliste tendant à conserver pour nos propres pays des découvertes qui en réalité sont dues plus qu'à nos propres

efforts à tous ceux qui nous ont précédés dans tous les pays, car la science tout comme l'art n'a pas de frontières. Mais il nous faut proposer des mesures concrètes pour la mise en œuvre de ces arrangements interuniversitaires bilatéraux ou multilatéraux; nous pourrions donc demander à nos gouvernements la constitution de Fonds régionaux ou subrégionaux assurant le financement de tels accords en donnant la priorité à ceux qui font progresser la coopération culturelle et scientifique en Europe”.

Les considérations exposées ci-dessus devraient à mon avis retenir l'attention des Universités au cours des discussions de la première Commission du Séminaire de Trieste».

11. THE DAHRENDORF REPORT OF 1974, *EDUCATION IN THE EUROPEAN COMMUNITY*

In January 1973, the Commission of the European Community formally decided to include education among the issues it should address. In 1974 Ralph Dahrendorf on behalf of the Commission, submitted a substantial paper entitled, *Education in the European Community* to the Council of Ministers. Among other things, this paper indicated some areas calling for high-priority intervention, including the promotion of cooperation between institutions of higher education and the academic recognition of periods of study carried out abroad.

The Commission, under Dahrendorf's influence, abandoned, from then on, the principle of harmonization, with which it had experimented in the past, and adopted some fundamental principles that have remained valid to the present. The first is the right of all Europeans to education;

the second is that to maintain the diversity between the educational systems of the different member states. The third is the attribution of responsibility for education to individual member States.

12. YEAR 1975. THE MASCLET REPORT. MINISTER FRANCO MARIA MALFATTI'S CIRCULAR LETTER

The study entitled, *The Intra-European Mobility of Students*, which the European Community commissioned Jean Claude Masplet to carry out, was published in 1975.

Contrary to what many people believed at the time, participation in the Community did not mean that issues such as educational systems, curricula, or educational practices fell within the jurisdiction of the Commission of the European Community. Not only was educational uniformity not imposed, but a variety of educational systems was considered a precious resource which each State might use as an example and from which it might draw inspiration for already-experimented alternative educational models. With specific regard to intercultural education, the variety of educational systems was considered the essential operational instrument.

In Italy, the promotion of the recognition of studies carried out abroad continued in 1975. During the early months of that year, in connection with the forthcoming political elections, a Law was passed lowering the voting age from 21 to 18. Trusting in Education Minister Franco Maria Malfatti's competence in European matters, Professor Corradi made him aware that the student population would appreciate if he issued a Ministerial Circular Letter interpreting existing norms,

thereby making international mobility possible for university students whose average age was between 18 and 21.

Minister Malfatti's Circular Letter was promptly issued; it had as its subject *The recognition of periods of university studies carried out abroad by Italian citizens* and was dated April 3, 1975 (Ministry of Education, General Direction of University Education, division VII/399, Pos. 20/PG). Unfortunately, this Circular Letter produced no practical results.

13. YEARS 1975 AND 1976. THE HELSINKI AGREEMENTS AND THE TRIESTE RECTORS' SEMINAR

The years 1974, 1975 and 1976 were particularly rich in events which, in various ways, would influence the development of a new attitude towards student mobility. We have already referred to some of them, and shall now deal with others, but it is useful to summarize their historically meaningful chronological sequence, as follows: "*Bologna Two*", 1974; the IAU-AIU Moscow Assembly and the signing of the Helsinki Agreements, 1975; the Resolution whereby the European Community committed itself to education and the Trieste Seminar, 1976.

The *Conference on Security and Cooperation in Europe* ended in Helsinki on August 1, 1975. It was an important step towards international university cooperation, and, for the representatives of the 35 States taking part, it was an important instrument for establishing and maintaining friendly relationships between the countries of the whole of geographical Europe. A full paragraph of its final Act actually concerned *Cooperation and exchange in the field*

of education, and specified that privileged areas of cooperation would include the extension of direct relationships, facilitation in the access to and the exchange of personnel, cooperation and exchange between different scientific sectors, the study of foreign languages, and the exchange of experiences regarding pedagogical methods. Specific mention was made to agreements where participants expressed the intention «*to increase and improve cooperation and connections in the fields of education and science at various levels, specifically by promoting the adoption of direct agreements between institutions of higher education and research, in the context, when necessary, of intergovernmental agreements*».

A review of the dates on which the international agreements were signed by Italian universities shows that most of them were stipulated from 1975 onwards and the same is probably true of other countries. The years 1975 and 1976 constitute a milestone for institutions of higher education in all the European countries due to the adoption, in 1975, of the *Helsinki Agreement on Security and Cooperation in Europe* and to the Seminar of European Rectors (not a CRE meeting) held in Trieste, Italy, in 1976. In a climate of Cold War between the major world powers, both of the aforementioned events were crucial for the promotion of cooperation agreements between Western and Eastern European institutions of higher education. The Resolution, which we will now discuss, adopted by the European Community in 1976, had a similar impact in Western Europe.

14. YEAR 1976. THE EUROPEAN RESOLUTION OF THE 9th OF FEBRUARY. THE *JOINT STUDY PROGRAMMES*

The European Resolution of the 9th of February 1976 (which was adopted officially by the European Council of Ministers after an informal meeting of the Education Ministers), established the fundamental principles for Community action in the field of education. It defined the objectives of the European Union's new political programme and the mechanisms for implementing them. With specific reference to higher education, the Community aimed at adopting concrete measures to encourage contacts between individual institutions of higher education, and to proceed with a study regarding the recognition of academic qualifications.

The adoption of this Resolution became one of the pillars on which European cooperation in the field of education is founded to this day. The Resolution made a distinction between actions to be decided at Community level and actions to be left to the individual Member States. In 1976, the European Community thus made the historical decision to actively engage in the field of education, and the ten years between 1976 and 1986 would see the realization of the so-called J.S.P. (*Joint Study Programmes*).

The set of initiatives financed by the European Community within the context of the *Joint Study Programmes* may be regarded as a sort of pilot project, an experiment of what had long been hoped for by Professor Corradi and, under her encouragement, by the Conferences of Italian, German, and French Rectors. It provided the experience on which the Erasmus Programme could flourish.

Between Academic Years 1976-77 and 1986-87, more than five hundred *Joint Study Programmes* were financed

and covered a broad range of academic areas, distributed as follows: 91 in engineering, technology, and information (15.5%); 85 in political and social sciences, economics and history (14.5%); 75 in languages, literature and linguistics (12.8%); 68 in administration sciences (11.6%); 55 in natural sciences and mathematics (9.4%); 45 in architecture and urban studies (7.7%); 34 in teacher training (5.8%); 34 in law (5.8%); 24 in fine arts and design (4.1%); 20 in geography and regional studies (3.4%); and 11 in other subjects (3.1%).

During the initial stage, European funds were given to institutions of higher education solely for the purpose of facilitating the planning and initial organisation of Projects. Once these were actually underway, the financial responsibility for their implementation would fall exclusively on the institutions taking part in them. However, in the years that followed, it was also deemed useful to fund students and teachers participating in programmes which had been allotted insufficient budgets.

The results of the *Joint Study Programmes* experiment were unanimously considered highly positive, and for one particular reason, once the assistance of the Community had ceased, many of the Projects continued. This type of international cooperation was indeed considered highly enriching for the scientific departments who participated in it.

15. YEAR 1980. THE NEW ITALIAN PROVISIONS REGARDING INTERNATIONAL UNIVERSITY COOPERATION

In 1979, for the first time, the European Parliament was elected directly by the citizens of European countries. The year 1980 was important both at Community level and from

the point of view of Italian legislation.

During the 1970s, meetings between Rectors of European universities had become more and more frequent, and Professor Corradi had always had an active role in them. There were the semiannual meetings of the European Conference of Rectors (CRE), which saw the participation of as many as 70 Rectors; there were also two meetings *a year* of the Liaison Committee of the Conferences of Rectors of the European Community (later known as EUREC). In addition to these, bilateral meetings often took place, *i.e.* meetings between delegations of the Conferences of Rectors of two countries only. The Italian Conference of Rectors, which, as a result of Professor Corradi's constant encouragement at all levels, held bilateral meetings mainly with the German, French and British Conferences, was particularly active in all of them.

Ten years of constant hard work had by now influenced both public opinion and national Governments: in 1980, at a meeting held on June 27, the Ministers of Education of member States agreed on the possibility of facilitating and increasing the transfer of academic credits for periods of study carried out abroad, and of promoting the recognition of these periods as part of the curriculum required by students for the acquisition of their degrees at their home universities.

Then, in 1980 as well, Italian legislators issued Law 28, and DPR 382. Article 91 and several other clauses of this Decree provided Italian institutions of higher education with ample possibilities of cooperating internationally. One provision of this Article had a particularly strong impact on the issue: *«conventions between Italian and foreign institutions of higher education are permitted for integrated didactic and scientific activities, and for integrated study*

programmes for students (...)». Even before 1980, many Italian universities had stipulated cooperative agreements with their counterparts in other countries, but in 1980, Article 91 and other provisions removed many of the obstacles they had previously been obliged to overcome, and many of the Italian universities initiated, perfected or formalized agreements of international cooperation.

The Academic year 1980-1981 saw the first application of DPR 382 to Italian institutions of higher education. To be precise, it should be pointed out that in Italian legislative and academic literature, the word *università* is normally used in a broad sense, as inclusive of all institutions of higher education. Regardless of what it is called, the factor that in Italy defines a “university” is whether or not scholarly research is carried out by the professors there. For example, two outstanding Italian universities, where Nobel Prize winners have taught, are the Milan Polytechnic and the Turin Polytechnic.

16. YEAR 1982. THE ITALIAN-GERMAN MEETINGS IN BAD GODESBERG AND HAMBURG

During the academic year 1981-82, the Conference of Italian Rectors decided, in following a proposal by Professor Corradi, to prepare the outlines of two documents, both non-binding, but potentially useful at the operative level. One was a model agreement for international university cooperation, and the other the model of a document that would certify studies carried out abroad. This *modus operandi* had often been resorted to by the Conference of Rectors (with satisfactory results) at times when universities were called upon to decide

their own autonomous policies with research institutions such as the National Institute for Nuclear Physics (INFN) or the Italian National Council for Research (CNR). On these occasions, the Conference of Rectors had prepared a model agreement which each university either adopted *in toto*, disregarded, or, as was usually the case, used as a starting point, amending it as it deemed appropriate. The idea was to proceed in a similar way for the purpose of facilitating international university cooperation on the basis of the agreements provided for by the above-mentioned Article 91 of DPR 382/1980. Both the model agreement and the model for certification of foreign studies would appear as texts in several parallel columns in the Italian, French, English, German, etc. versions.

This move was in keeping with the idea that the clarification and rational planning of the certification of studies carried out abroad might be of great help. In fact, the study of problems of certification had been one of the provisions of the European plan of action for higher education as per the above-mentioned Resolution of February 9, 1976.

With reference to the specific need for a certification of foreign studies, the idea was to prepare a multilingual model. By using it, the university at which the studies in question had been carried out would describe them accurately and precisely (for example, if the student had attended a seminar or a course, if it lasted a semester or a year, the number of lessons it comprised, whether or not written papers were required, whether or not a final written or oral exam was mandatory, etc.). When the student delivered the documents certifying his studies and exams to his home university, the primary advantage was that it would be easily understandable, and then the home

university could decide autonomously whether or not to recognize these studies entirely, in part, or not at all. If nothing else, the model could introduce a certain rationale, and could facilitate interuniversity communication.

It was also added that should misuse or falsification be suspected, the appropriate university office could apply what was already provided for by Law 905, issued December 18, 1980 (concerning the free circulation of professional nurses within the Community), which in Article 3 provided that *«in case of serious doubt concerning the authenticity of certificates»*, the authority applied to for recognition might *«apply to the corresponding authority of the other Member State for confirmation of the authenticity of the documents presented»*.

With a view to promoting interuniversity agreements and as a continuation of previous meetings with the Conference of West German Rectors, on the occasion of a semi-annual meeting of the CRE, an agreement was reached between the two Conferences of Rectors to prepare a model for cooperation between Italian and German institutions of higher education.

In a Circular Letter dated July 23, 1982, the President of the Italian Conference of Rectors (at the time, Professor Carmine Alfredo Romanzi, Rector of the University of Genoa, who, in 1984, would become the President of CRE) asked Italian Rectors to send complete information regarding pre-existing relationships between German and Italian institutions to the Conference's Rome Office.

After an evaluation of the material submitted, a model was prepared making it clear that each university would be free to use it if it deemed it helpful, and modify it in any way it saw fit.

After informal discussions on the occasion of CRE meetings, in September 1982, a delegation of the German Conference met in Bad Godesberg with a Delegation of the Italian Conference.

A second meeting took place in Hamburg in November 1982, again on the occasion of a CRE meeting.

17. YEAR 1983. THE ITALIAN-GERMAN MEETING IN GENOA

A third meeting took place in Genoa, Italy, in January 1983. The German participants included Rectors Heinrich Seidel and Theodor Berchem, as well as Dr. Ulrich Grotus, while the Italians included President Carmine Alfredo Romanzi, Rector Vincenzo Buonocore and Professor Sofia Corradi.

After further clarifications had been made informally in Bergen (also during a semi-annual meeting of the CRE) a final text was agreed upon and unanimously endorsed by the General Assembly of the German Conference of Rectors, and then by the General Assembly of the Italian Conference.

We would like to draw attention to the system adopted when drawing up the model agreement. In order to facilitate the increasing expansion of cooperation in an ever-growing number of sectors, a provision was introduced whereby after initial agreements between universities were signed, new forms or activities aimed at broadening cooperation might be written as addenda to the original agreement.

Article 5 of the model agreement, devoted to the recognition of foreign studies, provided that studies carried out and exams passed by a student be recognized by his home university on the basis of approximate translations of

the marks obtained abroad on a scale ranging from “insufficient” to “with honours”.

The text for the model agreement was written in parallel columns, one in Italian, one in German, and contained the express declaration that both texts should be considered authentic. Similar contacts were also established with the British and Brazilian Conferences of Rectors.

Below is a copy of the letter in which President Romanzi presented the text of the model agreement to his colleagues, the Italian Rectors:

«To The Rectors of Italian Institutions of Higher Education

Re: Model agreement for Cooperation between Italian and German Institutions of Higher Education

Prot. CR/C/1983/7

Dear Colleague,

As you know, on the legal basis of Article 91, Paragraph 4 of DPR n. 382, 1980, Italian Institutions of Higher Education are now entitled, more so than in the past, to sign agreements of various kinds with institutions of foreign countries. Other provisions contained in the aforementioned DPR n. 382 concern possible forms of international interuniversity cooperation at various levels (research, exchange of professors, students, or research tools).

As you know, many Italian institutions have relationships with counterparts in foreign countries, and for the purpose of applying past experience to the best possible realization of the opportunities DPR 382 has opened up to us, the Conference of Rectors has deemed it useful to proceed, first of all, by intensifying already-existing agreements between Italian and foreign institutions.

As you may recall, in our circular dated July 23, 1982 (Prot. CR/C/1982/10) our Italian colleagues were invited to send complete information on existing relationships to the Rome Office of the Rectors' Conference. The information requested, along with the invitation to forward comments or proposals, was mainly as follows: a) brief accounts of the agreements existing between the institution and foreign institutions with the request to be so kind as to enclose, if possible, photocopies of the agreements; b) information regarding the implementation of agreements during the preceding four or five academic years (the number of professors or students exchanged, for how long, from which faculties, etc.; c) sources of the funds availed of; d) the possible interest of the institution in establishing future agreements with foreign institutions.

After a thorough examination of the information received, for the purpose of rendering the signing of agreements faster and easier, the Conference of Rectors has deemed it opportune to proceed in a way that is similar to one applied in the past, when, for example, we prepared a model agreement concerning the relationships between Italian institutions of higher education and the Italian National Institute for Nuclear Physics, leaving each institution completely free to adopt the text as it was, to disregard it, or, as many of them actually did, to avail of it after having made the changes necessary to accommodate specific cases.

For the same purpose, a model agreement between Italian and German institutions has been prepared. Each university will be completely free to use it, if it deems it opportune, and to introduce any amendment it considers useful to any particular case.

After some informal discussions with the German

Rectors, mainly with our Colleague Hinrich Seidel, at the meetings of the European Conference of Rectors (CRE) in September 1982, a Delegation of German Rectors held a meeting in Bad Godesberg (Bonn) with a Delegation of the Italian Conference of Rectors in which I myself participated, as well as Rectors Luciano Merigliano, Vincenzo Buonocore, Paolo Fusaroli, and Professor Sofia Corradi.

A second informal encounter took place in Hamburg in November 1982, on the occasion of a meeting of the European Conference of Rectors (CRE), and a third meeting took place in Genoa in January 1983. The Germans at the Genoa meeting included Rectors Hinrich Seidel and Theodor Berchem, as well as Dr. Ulrich Grothus, while amongst the Italians included me, Rector Vincenzo Buonocore and Professor Sofia Corradi.

After some further clarification, made informally in Bergen, Norway, at a semi-annual meeting of the CRE, we arrived at a final text which was adopted - unanimously - by the General Assembly of the German Conference, and which I hereby submit for the approval of the Italian Conference.

I would like to draw the attention of my colleagues to the operating method adopted here, with a view to facilitating a further increase of cooperation in an ever-growing number of sectors: after the signing of an initial agreement, any increase in cooperation introduced to include new fields may take the form of addenda.

I hope to have done something useful, not only in the interest of the universities, but also towards the promotion of international friendship and understanding, and I inform you that the Conferences of Rectors of other countries have also expressed an active interest in our initiative, and of this we may be proud. Our next meeting will be with the British

*Conference of Rectors, which has been so kind as to invite us.
The President
(Carmin A. Romanzi)»*

The German side also received the text of the model with satisfaction, and the President of WRK, Professor Dr. Theodor Berchem, wrote the following letter (in Italian) to President Romanzi:

*«WESTDEUTSCHE REKTORENKONFERENZ
- Der Präsident -*

Magnificent Rector and Dear Colleague,

It gives me great pleasure to inform you that the text of a model agreement for cooperation between Italian and German institutions of higher education, which we prepared together in Genoa in January, and which was further agreed upon by you and by my colleague Seidel in Bergen, was approved unanimously by the Plenary Assembly of our Conference on July 4 - 5, 1983. I enclose herewith a few copies of the approved text.

I hope that the model, after approval by your Conference, may contribute to the further and useful development of cooperation and exchange between the institutions of higher education of our two countries.

I would like to take this opportunity to thank you again, also on behalf of our colleague Seidel, for your pleasant hospitality in Genoa, and for the atmosphere of friendship and trust that has characterised our work together.

Best Regards.

(Prof. Dr. Theodor Berchem, President)»

The following is the translation of the Italian text of the model agreement.

*«MODEL OF AGREEMENT FOR COOPERATION
BETWEEN GERMAN AND ITALIAN INSTITUTIONS OF
HIGHER EDUCATION*

Between (Italian university), represented by Rector Pro Tempore authorized by the competent bodies of the university, and (German university), represented by Rector (or President) Pro Tempore, authorized by the competent bodies, the following agreement is hereby stipulated:

Article 1 - Objectives

With this agreement the contracting universities aim at promoting cooperation in research and teaching, as well as facilitating the exchange of professors, scholars and students.

Article 2 - Cooperation Plans

Timeframes, methods and forms of cooperation in research will be established in a specific “Working Plan” of at least one year, signed by the Rectors or Presidents of the contracting universities. The same shall apply to programmes for the exchange of professors. The text of the “Working Plan” will be attached to the present agreement.

Article 3 - Funding

The obligations of the contracting universities for the implementation of the present agreement must be previously authorized by the competent bodies of each university. For the exchange of professors, travelling expenses will be, as a general rule, paid for by the visiting institution, while remaining expenses will be paid for by the hosting university. In specific cases, different arrangements can be made.

Article 4 - Registration of Students

To all effects the student is registered for an established

period of foreign studies in the hosting university. The norms of the home country shall establish whether the student shall remain enrolled at his university of origin. The foreign student is entitled to the same university housing-office services as local students. Students wishing to participate in this agreement must have completed at least one year of studies in a university of their home country. The duration of the students' stay will be, as a general rule, one academic year. For the above purposes, the visiting students will be exempt from any admissions examinations requested by the hosting university, or will be accepted in addition to the numerus clausus.

Article 5 - Recognition of Foreign Studies

The courses attended and the exams passed will be recognized by the home university according to Addendum A, which determines the work and study plans and their modes. If the marks obtained need to be translated, the following correspondences shall apply:

<i>Italy</i>	<i>Federal Republic of Germany</i>
<i>0-17</i>	<i>Insufficient/failure</i>
<i>18-22</i>	<i>Adequate</i>
<i>23-26</i>	<i>Satisfactory</i>
<i>27-29</i>	<i>Good</i>
<i>30</i>	<i>Very good</i>
<i>30 e lode</i>	<i>With honours</i>

With regard to courses that conclude with the State exam, the German university will do its best to acquire similar recognition for the periods of studies, the studies themselves and the exams passed at the Italian university for the purpose of admission to State examinations.

The recognition of final degrees is completely excluded

from the matters of this agreement, which deals only with the recognition of foreign studies as a part of the curriculum contributing towards the acquisition of the final degree.

Article 6 - Duration of the Agreement

This agreement is of indefinite duration and will come into effect, after approval by the competent bodies of each university, at the beginning of the following academic year. Each university has the right to withdraw from the agreement at any time. Withdrawal shall be operative as of the following academic year.

Article 7- Amendments

This agreement may be amended at any time by common consent. However, this will not in any way reduce the acquired right to the recognition of studies already begun.

Article 8 - Text of the Agreement

The present agreement is written in Italian and in German. Both texts are to be considered authentic.”

18. YEAR 1984. THE EUROPEAN PARLIAMENT’S MARCH 13th RESOLUTION

In a meeting on June 2, 1983, the European Council of Ministers expressed the opinion that *«the promotion of mobility in higher education is one of the most important objectives for cooperation in the field of education within the Community»* and reached a number of conclusions aimed at *«intensifying and extending mobility in the field of higher education»*. The conclusions referred to improvement in the academic

recognition of studies, the promotion of studies in other Member States, further development of support for *Joint Study Programmes* and *Short Study Visits*, as well as the promotion of direct agreements between institutions of higher education.

In the Resolution of March 13, 1984, entitled *Resolution regarding Higher Education and the Development of Cooperation Between Institutions of Higher Education*, the European Parliament strongly expressed the opinion that «*it is essential to develop an exchange of knowledge and to promote professors' and students' mobility as a response to a changing society in which science and culture will have an ever-growing, critical role*». The European Parliament also requested the «*adoption of measures necessary to the development of exchange and authentic cooperation between institutions of higher education at Community level*» and expressed the hope that the pilot project already in operation for years as the *Joint Study Programmes* would lead to «*a genuine Community policy for the exchange of persons, knowledge and educational practices*».

19. YEAR 1985. THE CITIZENS' EUROPE

The informal European Council of Education Ministers, meeting within the Council, on June 3, 1985 reconfirmed the importance of accelerating the promotion of mobility and was pleased that the Commission was planning to submit some practical proposals to them by the end of 1985.

As one can see, the need to take the social and human dimension of the Community into greater consideration was now clearly recognized by all Community bodies. Interuniversity cooperation, as well as the mobility of

professors and students, had been accepted as elements of key importance at this point.

In this spirit, during the six-month term of the Italian Presidency, at the meeting that took place in Milan on June 28 and 29, 1985, the European Council adopted the proposals submitted by the *ad hoc Committee for the Europe of Citizens* that had been appointed one year earlier at the meeting in Fountainsbleau.

20. YEAR 1986. APPROVAL OF THE ERASMUS GENERAL PLAN BY THE COMMUNITY BODIES

At this point, progress became extremely rapid. In order to apply the experience acquired during ten years of the Community's funding of more than 500 *Joint Study Programmes*, a meeting was held in Brussels in November 1985, and the Commission of the European Communities submitted its proposals for the Erasmus Programme as early as January 1986.

In June of the same year, the Education Ministers of the twelve Member States approved both the objectives and the general plan of the Programme that would be given the name Erasmus, and issued a mandate to the Committee of Education to develop it in detail. The European Parliament and the Social and Economic Committee also gave their full support to the Commission's proposals.

Also in June 1986, the Heads of States reiterated the importance of the Erasmus Programme and invited the Ministers of Education to reach an agreement for its realization rapidly.

As already mentioned, the name of the Programme does not come from the Latin name of the scholar

“Desiderius Erasmus of Rotterdam”; rather, Erasmus is an acronym for *European [Region] Action [Scheme] for the Mobility of University Students*. Professor Jan Sperna Veiland, who at the time was Rector of the Erasmus University, Rotterdam, personally told Professor Corradi that around 1986, he had received a phone call from Brussels from a Community functionary asking him whether a student-exchange programme might - without contraindications - be given the name of Erasmus, and that he had responded that, by and large, it could be done. The success of the Erasmus Programme (the name of which was maintained following a generally-voiced protest at the idea of its being changed, when it was included in a broader programme) led to the custom of naming various other Community programmes after prestigious European cultural figures like Socrates, Leonardo or Comenius.

Since the launch of the Erasmus Programme now seemed very close, as was confirmed during a meeting of the Liaison Committee on June 5, 1986, that Professor Corradi attended, the next day she became actively engaged in the preparation of the forthcoming operative phase, by pointing out the regulatory and organizational obstacles on the Italian side that had been identified with regard to the experience of the *Joint Study Programmes*.

At the beginning of November 1986, the Education Committee had already reached an agreement on almost all the aspects and contents of the Programme, and a few political problems were identified that had to be resolved by the Ministers of Education. On November 26, 1986, the European Ministers of Finance decided, by majority vote, to adopt the financial package proposed by the Commission.

Everyone expected that at the meeting of the European Council of Ministers, which would take place on November

28, 1986, a final decision to launch the Erasmus Programme would be reached. However, the Ministers were not able to arrive at an agreement and the Commission, so as to avoid endangering the general outline of the proposal, withdrew it. The problem was of a financial nature. At a meeting of the Ministers of Education on November 28, 1986, seven of the Member States had agreed on the budget proposal submitted by the Commission that allotted approximately 175 million ECU (the accounting unit before the Euro) to the first phase of the Programme. Two countries expressed their preference for a reduced budget of 100 million ECU, and three other countries also believed that it was too large.

The main problem was the budget available to student-mobility scholarships. According to the proposals of the Commission, scholarships should amount to almost 60% of the total budget, and be considered the essential feature of the Programme. The Commission estimated that without considerable direct financial help to individual students in the form of scholarships to cover the supplementary costs of living abroad, the Erasmus Programme would not attain its main objective. The Commission, rather than accept a totally inadequate budget, preferred to withdraw the entire proposal.

At the end of 1986, after a chorus of European Union advocates protested against this impasse, the Heads of States and Governments again insisted that the Erasmus Programme was vital to the realization of a *Citizens' Europe* and, at their request, the Ministers of Foreign Affairs dealt with the matter at a meeting on December 15-16, 1986. They decided to put the Programme, as it had been initially proposed by the Commission, on the agenda again for urgent consideration by the Council of Ministers. On the insistence of the Heads of States and Governments, the Commission agreed to re-present the original proposal of the Programme.

21. YEAR 1987. THE DEFINITIVE LAUNCH OF THE ERASMUS PROGRAMME

The Programme was launched definitively on May 14 by the Council of Education Ministers “meeting within the European Council of Ministers”. This was the day that saw the fruit of many years’ work: «*Nunc est bibendum, nunc pede libero pulsanda tellus*» (Horace). As already mentioned, it had been necessary to resort to this formal way of getting around the problem because the *Treaty of Rome* of 1957 had not considered education a matter for Community intervention. The Erasmus Programme was therefore ratified by the European Council of Ministers competent for *other* questions in its meeting on June 15, 1987.

During the next academic year, 1987-1988, the news of this innovative programme aroused the curiosity of the general public, and at the request of its editors, Sofia Corradi wrote about it in the Italian national daily newspaper LA REPUBBLICA.

From LA REPUBBLICA, January 30, 1988:

«*The Exchange of Students Between Universities
of the European Community*

NAMED ERASMUS, THE “EUROPEAN” DEGREE IS
FOUNDED ALSO IN ITALY

by Sofia Corradi

ROME – In March, France’s daily newspaper *Le Monde* will devote an international seminar to it, in which President Mitterand will take part. In Italy as well, a climate of activism is beginning to take shape. The subject arousing such great interest is the Erasmus Programme, a plan for the exchange of students between universities of the Community, with full recognition of studies carried out abroad. Students may contact the International Relations offices of their universities [for further information]. The scholarships total

approximately 2 million lire for the entire academic year. The deadline for submission of applications is January 31. For students who are not part of an organized project and present an individual study plan, the deadline has been extended to March 31. As regards this project, we publish herewith an article by Sofia Corradi, Professor of Lifelong Learning at the University of Rome "La Sapienza", who for many years has been engaged in research on international education and the promotion of interuniversity exchange:

In 1492 Europeans discovered America; in 1992 they will "discover" Europe. Indeed, it is in that year that the unity of the internal European market will become a reality, so that not only goods but people, ideas, and the professions will circulate freely within the 12 States of the European Community. In this context, the Erasmus Programme, aimed at the movement of students between the various countries, was approved on May 14, 1987. The plan deals mainly with interuniversity programmes for the exchange of students who will carry out a period of study at a foreign university, which will be fully recognised by their home university for the attainment of their final degree ("laurea" or other).

The Erasmus Programme falls within "Citizens' Europe" policies which aim at emphasizing the advantages to the daily lives of individuals that membership of the Community entails. Erasmus has been funded with a budget of approximately 120 billion Lire, but it will appear even greater if we consider that through it, by taking advantage of university autonomy, the powerful machinery of all the university systems will be set in motion.

Here are a few figures: there are approximately 6 million university students, and approximately 3,600 institutions of higher education in Europe. In the years between 1976 and 1986, student mobility was very scarce,

a miserable one per cent. Erasmus aims at multiplying this figure tenfold by mobilizing 50.000 students per year.

During the conceptual phase of this plan, Italy reaped many universally recognized merits. During the operative phase, however, the Italian system has come up against numerous difficulties (...).

Contrary to popular belief, the main advantage for the student is neither improvement in the knowledge of a foreign language, nor the improvement of professional knowledge in the strict sense of the word. According to some research that I have conducted, the advantages to the individual student are to be found more in the sphere of personal "wisdom" than in the sphere of professional "knowledge". That is, the advantages concern maturation of character, intellectual development, and the acquisition of a way of life that is identified with lifelong learning in the broad sense. In fact, foreign study provides an opportunity to personally experience life in a culture different from our own.

By means of comparison with a different culture, the individual is given the extra opportunity to review those values (not necessarily all positive) which, from childhood, he has considered self-evident and universal, and to place them in a dimension of relativity. At the same time, the young person may also perceive what is different from his own culture in a positive way. If we relate the various concepts presented above, it will become evident that the right to intercultural study, lifelong education in the broad sense, and substantial democracy will lead to a culture of peace».

The Italian Minister for Universities and Research,
Antonio Ruberti, former Rector of Rome's "La Sapienza"

University, who had attended the meetings of the Rectors' Conference from the time he was Dean of the Faculty of Engineering, and was directly aware of Professor Corradi's long involvement in the promotion of student mobility, officially presented the Erasmus Programme to Italian universities. He did so in a Circular Letter in which he referred the reader to Corradi's book, *ERASMUS e COMETT. Educazione degli adulti e formazione universitaria transculturale* (Rome, Bulzoni Editore, 1988) for further information. That book contains much of what is written in this one. Later on, Minister Ruberti appointed Professor Corradi to the International Relations Commission of the Ministry, and when he became Commissioner of the European Union, he continued, on many occasions, to honour her with his esteem.

22. THE EDUCATIONAL EFFECTIVENESS OF FOREIGN STUDY

Within the theoretical framework of that vast area known as lifelong learning, the Erasmus Programme may be regarded not only as an educational process, but also, and perhaps mainly, as a scientific model aimed at fostering the best possible use of the world and of the richness of life as opportunities to learn and grow.

The educational *experience* we are speaking of possesses a number of characteristics which make a clear and radical difference to the participant with respect to other types of temporary human movement. First of all is its duration, which normally spans several months, or one academic year. Second is its stability, because the individual does not move about between different cities, but stays in

the same place for several months. Another positive factor is the rather high cultural level of the participants (university-level students), which certainly provides the best basis for becoming acquainted with a new culture, and for reading and decoding novel messages through thorough understanding.

Moreover, when the participants undertake this period of *life* abroad, they are not too young, nor so old that their characters may have already been crystallised by ideas that are difficult to modify. Additionally, as a result of the well-known acceleration of individual development, which has been recognized by the many Governments who have lowered the age of legal adulthood from 21 to 18, the university students' chronological age undeniably categorizes them as adults. This factor has many educational implications, particularly as far as the fruition of the intercultural experience that we are dealing with here is concerned: the individual is expected to learn autonomously from that "large educational laboratory", which is life itself, and in comparison to which school (although it is indispensable to organizing casual or random learning) has been regarded by reputable scholars as a "small educational laboratory".

Erasmians are self-selected. As with all lifelong-learning *experiences*, in the case of Erasmus, it is expected that the individual will be the one who decides to take part, and consequently to take the concrete, necessary initiatives it requires. This is an essential point which leads us to recognize that the student mobility we are dealing with here has little in common with a school trip, because the latter, while it may be useful, is experienced by the students as dependents, subordinates, or followers, while the leadership is left to the teacher. In other words, in the case of an

elementary school excursion, the distinction between the teacher and the learner is clear, while in an *experience* of adult learning, there is no sharp distinction between the roles of the participants (as between the teacher and the learner). Each individual, both in relation to himself and to the other participants, assumes, simultaneously or alternately, both the learning and the teaching role, with a tendency to unify them in a truly democratic form of participation. In the intercultural Erasmus educational *experience*, the individual university student assumes not only a learning role, but also that of *protagonist and leader*.

The fact of remaining permanently in one city (and perhaps even within the same vicinity) is another essential characteristic of the Erasmus *experience*: unlike a tourist, an Erasmus student remains in the same place for several months, and therefore has the chance to take part in the local life; that is, not only in the life of the university, but also in that of the city and the neighbourhood.

The Erasmus student has the opportunity (as part of the *experience* within the university community) to interact with a group of colleagues, while the tourist or traveller enjoys only occasional contact with the local population, and in general with people whose interests are different from his own; whereas the student interacts with individuals who are not only of approximately the same age as himself, but who also share his interests and practical problems. As we are well aware, if contacts are to be authentic, and as a result, educationally productive, it is essential that the interaction regard problems or interests common to all those interacting. It is evident that the situation of the Erasmus student within a group of students in the host institution is ideal in this respect; it is an almost perfect educational “laboratory”.

The intercultural *experience* we are speaking of occurs

in the best possible conditions, in yet another respect: the young person is placed within a different culture, but not one that is totally foreign to him; as a university setting, it is in fact different from his own, but not excessively so.

Concerning an educational experience in a different culture, it is generally agreed upon that in order for the experience to be fruitful, the stay abroad should have a well-defined and clearly-stated objective; otherwise, it will not be productive on a number of levels. In the case of Erasmus, there can be no question about it: the student who goes to a foreign university to carry out part of the university curriculum that will permit him to receive a degree in his country is well aware of the work he is required to do (even though it can be flexible).

There is one point that cannot be overemphasised. Even greater than the advantages to cognitive acquisition and job prospects are those regarding general maturation of character, the acquisition of creativity, and the development of a healthy self-esteem and critical thinking. These advantages are extremely diverse, and belong to the sphere of character development, intellectual and emotional maturation, the acquisition of a positive and friendly attitude towards “the other”, mastery of the scientific method, and the adoption of a way of life known today as *lifelong learning*. We would like to stress this point again: the advantages to the individual student regard more the sphere of personal “wisdom” than that of professional “knowledge”. For example, the engineering student who participates in Erasmus does not become “*a better engineer*” so much as “*a better person*”.

By going abroad, no matter what the student’s native culture has been, he learns first of all that during contacts between different cultures, each party has to learn as much

as he has to teach, and this aspect is certainly not negligible. He also learns to adopt a civil and democratic attitude towards those who are different from himself. For centuries, the “foreigner” has been perceived as a “non-friend”. In an Erasmus experience, a student learns that persons belonging to different cultures are not necessarily “non-friends”, and he or she will have the invaluable opportunity to *experience* life as a “minority”, even if in a friendly milieu and therefore with modest negative psychological consequences. It is *an experience of adult life* with some protection.

During an Erasmus *experience*, a student learns what, in terms of *lifelong learning*, may be considered the basis of the scientific method. Obviously, we are not saying that a foreign university will teach the scientific method better than an Italian one. We are referring, rather, to a broader acquisition of the scientific method which requires that we always be careful to refuse unfounded prejudice and generalization, and which, in a general sense, will accompany the academic and extracurricular life of a person well adapted to democratic society. This methodological and behavioural method will probably be assimilated, and then applied when the individual is called upon to make autonomous decisions regarding both his private life and the exercise of citizenship.

As we are well aware, since 1987 the European Union has spent significant sums of money on the Erasmus and similar programmes; furthermore, this spending has activated the resources of the powerful network of approximately 4.000 European institutions of higher education. These programmes, therefore, have constituted the first example in history of a systematic attempt at intercultural and peace education. The declared objective, of course, has been European integration, but the fact is, as research shows, that a model has been established which

also produces positive effects on *extra-European* cultures. All of this takes place in the context of an “ecosystem” of *lifelong learning*, where the scientific method as its natural norm identifies with the principles of substantial democracy.

23. STUDY ABROAD AS EXPERIENCED BY THE PARTICIPANTS

It may be useful to report briefly on what Professor Corradi has come across during her research into the educational effectiveness of foreign studies, conducted both during the construction of the Erasmus Programme, as well as during the early years of its implementation. Almost all of the people interviewed stated that their studies abroad had influenced their professional lives substantially (both when seeking their first jobs, and afterwards). However, what stood out in particular was the fact that in their professional and personal lives the element that had the greatest defining influence on them had been the *experience of life* abroad; specifically, many of the students interviewed pointed out that the *experience of life* abroad had contributed to the strengthening and improvement of their self-image and at the same time, to the development of their ability to interact positively with people different from themselves. The Programme is an *experience* with a direct emotional influence, and as we know, what is acquired in the affective sphere is not simply added to what is achieved through cognitive acquisition, but interacts with it, and produces *cognitive potentials which would otherwise remain unutilized*. This fact should receive greater attention from European educators, since our tradition tends to dedicate

academic activities to the promotion of the intellect and rationality, while devoting relatively less attention to development within the emotional and spiritual sphere.

It may be useful to quote some of the statements made by the interviewees. Some of the comments made with regard to a period of study abroad include «*It unlocks the student's potential*», «*It develops creativity*». «*It is a breath of fresh air*», «*A little provincial person goes away for it and a citizen of the world comes back*», «*It strengthens a young person's faith in himself*», «*It teaches one to avail of one's own resources alone*», «*It teaches one to ask for the help of others and get it*», «*It imprints indelible feelings of human brotherhood upon the soul*», «*It has brought me good luck and on many occasions during my life, it has been an element that has provided me with an advantage over other candidates*», «*One learns that life can be lived just as well (or just as badly) on the basis of moral and material principles that are different from the ones we are used to*», «*One learns to tune into the 'other's' wavelength*», «*One learns to make do in creative ways for both old and new problems*», «*One learns to think with one's own head*», «*It can only do young people good to get out for some fresh air*», «*One acquires awareness of new forms of solidarity: when you need help, you receive it from people from whom you would never expect it, and these things, after they have happened, cannot be forgotten*», «*Memories of your student life cannot be forgotten*».

Very frequently, a permanent emotional tie to the city in which the university is located is established: «*Cologne will always have a special place in my heart*» and «*a piece of my heart will always be in Bologna*». Several of the interviewees also emphasised the longevity of the friendships made during their university years, with

reference to compatriots met abroad as well as to local students and students from other countries. With reference to the centuries of *peregrinatio academica*, in a few cases when historians have not been able to trace the origin of amicable, personal relationships between influential people who had never been in each other's country, it emerged, for example, that the friendship between a Spanish and a German statesman had begun when both were students at the University of Bologna.

Overall reactions to the experience have been expressed by almost all those returning from Erasmus with expressions like the following: *«It was a reality which seemed like a wonderful dream to me»*, *«It was an exciting experience»*, *«The organization was terrible, but it was a fantastic experience»*, *«The first two weeks were dreadful; I was almost in tears, but later on, it was the thought of leaving that brought me to tears»*, *«When one initially leavesto go abroad, four months seems like a long time, but then time flies; the ideal length would be one full academic year»*.

Research shows that almost all Erasmus students have trouble organizing and managing themselves initially. They stress the difficulties encountered during the first days following their arrival at the host university. Most indicate the truly critical period as the first week. Many claim having settled in fairly well within one month of arrival. Of great importance to a rapid, satisfactory social and academic settling in is the existence of personal and friendly relationships (previous or purposely organized) with at least two people from the local academic community. However, direct or indirect relationships with people outside the academic milieu, however welcome, have not been deemed important to social acclimatisation. Language problems have proven

serious only at the beginning. Several students reported feeling physically tired, which fact they attributed to their «*yearning to do everything, to study and look around*».

Considering that it is students who derive the benefits from studying abroad, the first to lobby for the right to do so should be student organisations. The Italian Constitution in fact, in establishing the right to study, does not use the expression «*the right to university study*» but rather the broader expression «*to the highest levels of studies*» (Article 34). There is no doubt that *all* historically possible educational opportunities should be included in this statement. We may, therefore, refer to a constitutional right to study *in Europe and in the world*.

Since the student is an adult, it follows that it is he or she who should advocate for the concrete realization of his or her interests, individually or collectively. As we have seen, the most typical and most highly cherished elements of adult education are present in the educational ideal, which, through the Erasmus Programme, can become a reality. To this regard, we strongly believe that Erasmus alumni and student organizations should play a significant role in the management of the Programme.

24. YEAR 1989. THE ITALIAN-GERMAN MEETING IN VILLA VIGONI

Since 1988, Professor Corradi has devoted her activities to publicizing the Erasmus Programme through lectures at Italian and foreign universities as well as in other organizations. She has been invited to contribute articles to leading newspapers like *LA REPUBBLICA*, *LA STAMPA*, *IL CORRIERE DELLA SERA*, *IL SOLE-24 ORE*

and to scientific journals. After the above-mentioned *ERASMUS e COMETT*, she published the following volumes, *ERASMUS, COMETT, LINGUA, TEMPUS. Educazione permanente e formazione universitaria internazionale* (Rome-Milan, FrancoAngeli, 1991). With a substantial abstract in English *Le Conferenze dei Rettori delle Università, Italiana (CRUI) Comunitaria (EUREC), Paneuropea (CRE), Mondiale (AIU-IAU). Storia e Documenti* (Rome, Aracne, 1998). *Cittadini italiani e cittadini europei. Per una educazione a nuove cittadinanze*, in cooperation with Teresa M. Mazzatosta (Rome, SEAM, 2001).

In June 1989, a meeting organized by the Italian and German Conferences of Rectors took place in the beautiful Villa Vigoni (in Menaggio, on Lake Como, in Northern Italy) to promote Erasmus exchanges between the two countries, but the proposals that emerged during the two days of intense work carried out there were still rife with needs of a general nature. It was unanimously agreed that the problem of the recognition of foreign studies was a very delicate though important issue because, for different reasons, it mattered significantly to both students and professors; it was also agreed that it had raised a number of problems, but that in many cases, these had been solved satisfactorily. Several operational principles were then listed, which we wish to mention because they are still relevant. The total identity of education, courses and evaluation procedures is not possible but rather, diversity is very useful, and therefore a quest for the establishment of general or abstract evaluations of equivalence should be avoided. On the contrary, ample flexibility is

essential. The starting point must be the principle of reciprocal esteem and trust between the institutions of higher education of different countries. Foreign studies should not, in any way, create a delay in the acquisition of the final degree. The application of this principle is the duty and responsibility of the professor coordinating the individual project, not only during the preliminary phase, but especially during the phases of conclusion and recognition. The broadening of the student's cultural and linguistic horizons, his maturation, his acquisition of specific skills, and the improvement of his occupational prospects amply compensate for any differences in curriculum. There is no incompatibility between the Italian evaluation system (by final examination) and the German system (the documentation of work done in different ways). Also, the translation of marks must be taken "with a grain of salt" (*"cum granu salis"*), on a case-by-case basis, according to the evaluation carried out by the professor at the host university who has appraised the work according to his usual method. The judgment is therefore "translated" by the professor at the home university. The recommendation for academic recognition can thus be summed up as follows: reciprocal trust, flexibility, pragmatism, and a vision of the whole. The Villa Vigoni document availed of the old custom applied by the two Conferences, which held that both the Italian and German versions of the text, would be considered authentic.

25. YEAR 2004. THE “ERASMUS GENERATION”

Since its launch in 1987, as we know, the Erasmus Programme has acquired in recent years that worldwide dimension (that is, not only European) that Professor Corradi had initially conceived for it. In fact, she had planned to involve the United Nations and UNESCO in it. It was due to a fortunate historical coincidence of events that the idea was espoused by the then-growing European Community.

Erasmus alumni are often referred to as “the Erasmus generation”. It is easily predictable that in future years the leading class, in the broadest sense, both in individual countries as well as in Europe on the whole, will be composed mainly of today’s “university student population”. More specifically, Professor Corradi believes that it is reasonable to foresee (at least as an initial hypothesis for scholarly research) that, within this large population, the leading class will comprise, in particular, those individuals who have enjoyed *both* the following experiences: that of having represented student organizations on university councils, where they had the opportunity of becoming familiar with the dynamics and the leadership of collective bodies, *and* that of having taken part in the Erasmus Programme, the many effects of which on personal growth and on the development of intercultural understanding are today referred to as “the Erasmus effect”. She trusts that it will be a better world and one she can be proud of.

26. YEAR 2014. ERASMUS PLUS AND ITS GLOBAL DIMENSION

Having witnessed the degree to which Erasmus has fostered personal growth as well as success in the professional world, on December 5, 2013, the European Parliament approved the expansion of Erasmus and a dramatic increase (45%) of its budget for the years 2014 - 2020. Despite the world-wide economic crisis, this budget amounts to as much as fifteen billion Euro, approximately almost sixteen billion US Dollars.

It is worth remarking that although the Erasmus Plus Programme applies mainly to the twenty-eight member States of the European Union and to geographically neighbouring States, in recent years Erasmus has been moving in the direction of worldwide outreach, which Professor Corradi had envisioned for it from the beginning. She considers this a very positive element as part of her conviction that in today's world, which is both globalized and at the same time suffering from heavy international tensions, the model of Erasmus mobility may promote, to the benefit of all the great human family, an education to dialogue (or better, to a dialogical mindset) that is similar to what has produced until now at the intraEuropean level.

In today's Europe, many of the people (both men and women) holding leadership and decisional positions are Erasmus alumni. At the same time, while faced with heavy tensions endangering several areas of our planet, innumerable hopes are being expressed for the adoption of dialogue instead of conflict.

The Programme, launched in December 2013 with the name "Erasmus Plus" (or "Erasmus+"), became

operative in January 2014 and also includes specific provisions for the mobility of young scholars, professors, entrepreneurs, and volunteers. We strongly hope that institutions all over the world will now pay great attention to Erasmus Plus so as not to miss out on a life-enhancing opportunity.

The general rule is that individuals cannot apply directly for a grant. Only a qualified public or private institution, organization or consortium is entitled to apply for financial help to fund a specific Project, and it will be responsible for its management as well as for financial reporting. On the European Union's website institutions interested in the Programme will find all the necessary information in the *Erasmus Plus Programme Guide* published in English and in many other languages.

Since the documents of the European Union are intended for a variety of different countries, systems, and cultures, they are written in general terms and are, therefore, not always easy to understand. The rules concerning accounting and financial reporting need careful study and implementation by a professional staff. The fact that an institution has performed well in coordinating and managing previous European projects is taken into favourable consideration, and simplified procedures for future applications are foreseen. It is necessary to recall that European Union offices receive many more good Projects than they can finance with the funds available, even though they are considerable.

Our personal suggestion, therefore, is not to submit a specific Project, but rather to be flexible and begin your Erasmus Plus experience as an associate

in a Project being managed by an institution that has already coordinated and managed more than one European Project.

Eligible countries are listed in the Guide. Bear in mind, however, that work is in progress to extend eligibility to a greater number of countries. The *Erasmus Plus Programme Guide* and its appendices are regularly updated by the offices of the European Commission in Brussels, so make sure you get the most up-to-date version.

Let us now consider a few examples of opportunities that are also open to countries that are not members of the European Union.

Erasmus Mundus Joint Master Degree is open to *worldwide participation*. Its aims include “fostering the excellence, quality improvement, innovation, and internationalization of higher education”.

Strategic Partnerships in the Field of Education, Training and Youth also foresees transnational training, teaching, and learning activities *in continents other than Europe*. Its aims include «*transnational initiatives fostering entrepreneurial mind-sets and skills, encouraging active citizenship and business, including social enterprise*».

European Voluntary Service allows young people aged between 17 and 30 to perform full-time voluntary service for up to twelve months in another country *within or outside the European Union*. «*Young volunteers are given the opportunity to contribute to the daily work of organizations dealing with youth information and policies, young people’s personal and socio-educational development, civic engagement, social care, inclusion of the disadvantaged, the*

environment, non-formal education programmes, ICT and media literacy, culture and creativity, developmental cooperation, etc.».

I wish you luck: the task will probably be demanding but it will also provide a precious opportunity for personal and institutional growth.

Sit finis operis, non finis quaerendi.

The author wishes to thank in advance any reader who may be so kind as to send comments or observations, which will be treasured in further studies.

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She graduated *Cum laude* in Law from the “La Sapienza” Rome University.

As a recipient of Fulbright and Columbia Fellowships, she studied for one academic year (1957-58) at the Graduate School of Law at Columbia University in New York City, earning a Master’s Degree in Comparative Law.

As the sole winner of the Ninth World Prize of the International Federation of Business and Professional Women, she attended as Head of the Delegation the entire session of the Commission on Human Rights of the United Nations, concentrating on access to education as a fundamental human right.

She also studied and carried out research work at The Hague Academy of International Law (on a Dutch Government Fellowship) and at the London School of Economics (on a fellowship provided by the Italian National Council for Research, CNR).

For years she was the consultant for international academic relations for the Standing Conference of Rectors of Italian Universities.

She was a Member of the Steering Committee and Italian Representative in the “Placement Project” (1988-90), which was funded by the European Union, and from which the EURES network was founded (1993) for the intra-European placement of workers.

For three terms (1993-2000), she was an elected Member of the Academic Senate of the State University “Roma Tre”.

In 2002, she was elected member of the Board of EAEA, the Brussels-based pan-European Association for the Education of Adults.

She is the author of innumerable articles and essays published in scientific journals, as well as in leading newspapers such as CORRIERE DELLA SERA, LA REPUBBLICA, IL SOLE-24 ORE, LA STAMPA.

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