


long average duration of studies, more than six years for the first degree which, when compared on an international basis, is regarded as equivalent to a Master's degree. This contributes to the high average age of graduation (more than 28 years). Moreover, the federal ministry also took the initiative in the late 1980s



Promotion of Scientific Research

According to the *Basic Law*, the promotion of scientific research was initially a federal duty in terms of legislation, but not necessarily in terms of funding. Schemes were introduced in the 1950s and 1960s to make the federal govern-

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Curricula and Examinations

Curricula have always been the domain of the individual institutions with the exception of those courses leading to the state examination (especially teacher

higher education are identical for all German *Länder* — except for wage

1990-1991

Die Entwicklung der Wirtschaft in Deutschland 1945-1970

Die Entwicklung der Wirtschaft in Deutschland 1945-1970

Die Entwicklung der Wirtschaft in Deutschland 1945-1970

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Die Entwicklung der Wirtschaft in Deutschland 1945-1970

Table 2: Sources of Research Grants awarded to Institutions of Higher

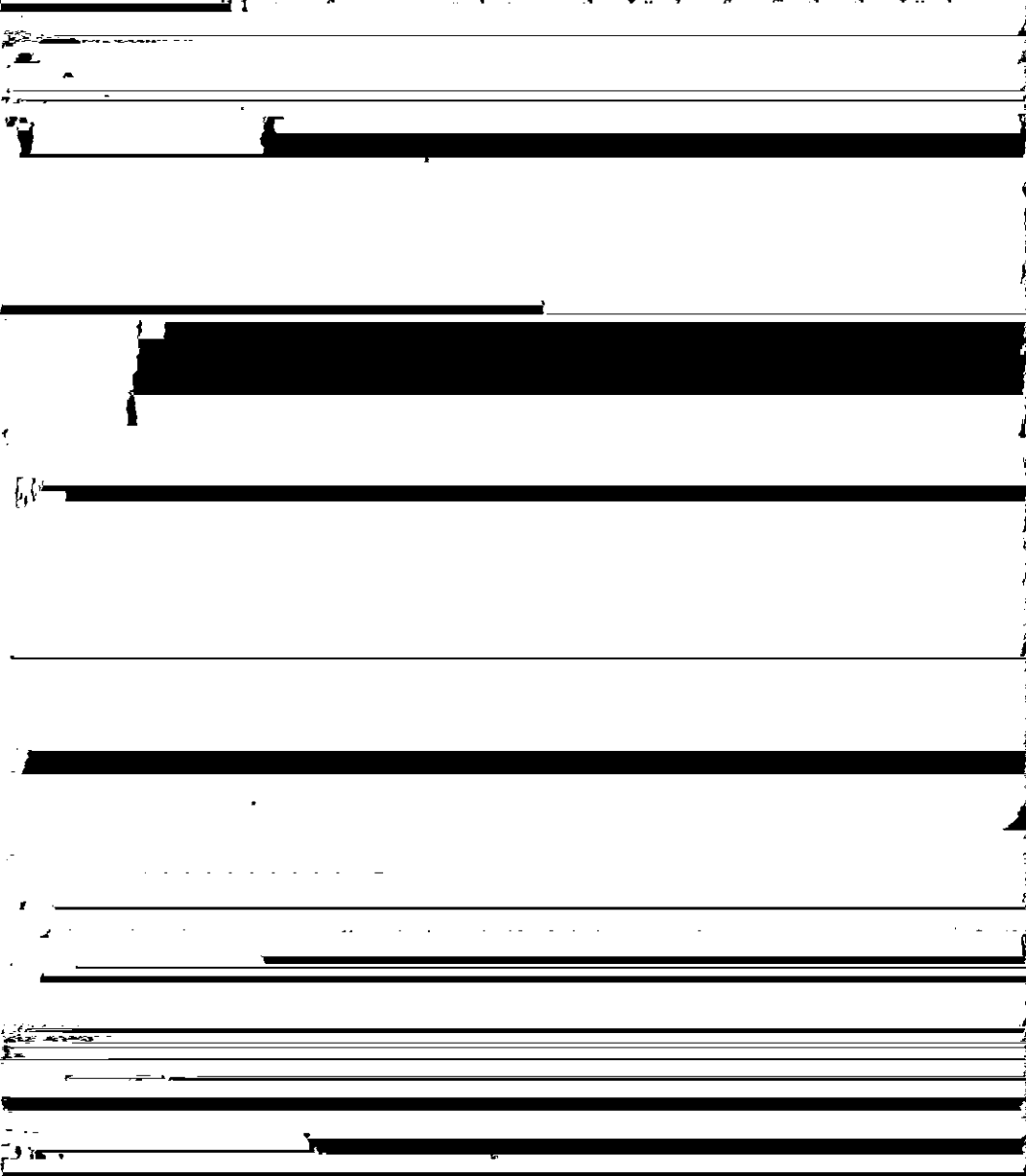
Education in the Federal Republic, 1980

Research grants (millions of Deutschmarks)	651	1,155	1,709	2,309
Percentage of grants among estimated research budget of higher education institutions	18.6	25.1	29.2	34.5

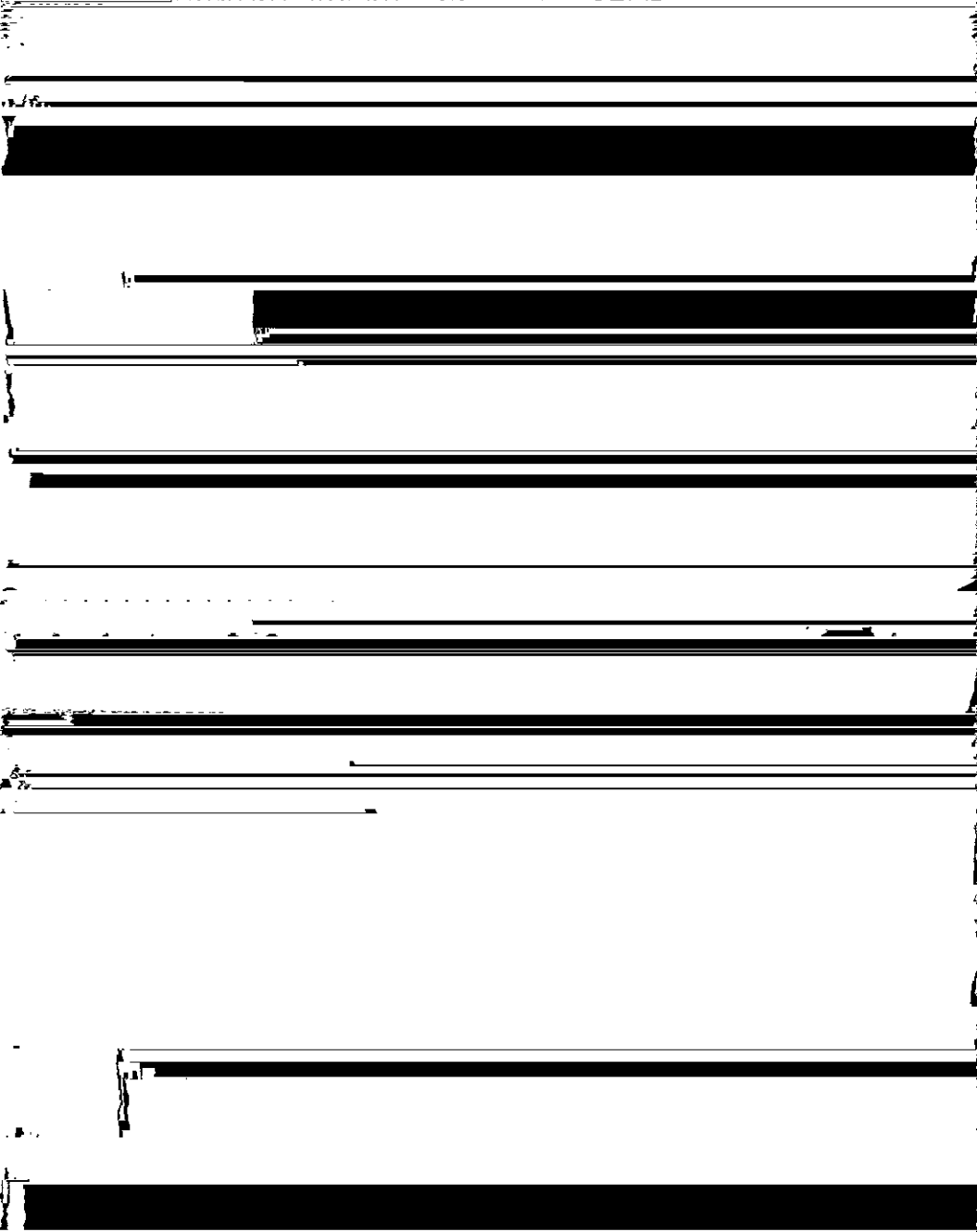
Sources of Research Grants (percent)

Private sector	11.9	5.5	11.3	21.7
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No analysis of higher education financing can regard federal funds merely



an average share of funds will make a great effort — also by providing



fees. In principle they are entitled to study at any German institution of higher education. The majority of German universities are state-owned and do not charge tuition fees. The majority of German universities are state-owned and do not charge tuition fees.

studies and subsequently work anywhere in the Federal Republic of Germany. Certain restrictions exist only in those professions where governments are the

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Cultural diversity is permissible but it is generally considered undesirable to establish regional barriers concerning access to education and to any form of

Christoph Oehler, *Hochschulentwicklung in der Bundesrepublik seit 1945* (Frankfurt and New York: Campus, 1989); Dietrich Goldschmidt, "Hochschulpolitik 1945-1989," in *Die Bundesrepublik Deutschland*, W. Benz, ed., vol. 1 (Frankfurt, 1990), pp. 254-280.

14. See Aylâ Neusel and Ulrich Teichler, "Comprehensive Universities — History, Implementation Process and Prospects," in Harry Hermanns, Ulrich Teichler and Henry Wasser (eds.), *The Complete University* (Cambridge, MA: Schenkman, 1983), pp. 175-95.

15. See the endnote of the preceding page.

Higher Education in Federal Systems: Belgium

Ignace Hecquet

FEDERALISM IN BELGIUM¹

Some Background

In organizing the transfer of all jurisdiction over education to the Communities, the constitutional reform of 1988 embodies, from the standpoint of the purposes of this colloquium, an essential stage in the as yet incompleting process of federating the Belgian state. If we accept that a state cannot be truly federal without genuine financial autonomy for its constituent entities, the January

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In terms of the distribution of powers among the three levels of government — state, Communities and Regions — the legislators opted for a system of

exclusive devolution, with, however, a few exceptions of shared and concurrent

Jurisdiction devolved to the Regions consists principally of regional devel-

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national departments yielded a part of their jurisdiction, by then smaller, to two

~~On 10 September 1990, the Government of the Netherlands~~

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the limits of minimum and maximum levels, according to the principle of fixed costs and economies of scale.¹²

The expected merits of this law, adopted under budgetary conditions that were still favourable, were mainly the clarity of the formula (an important

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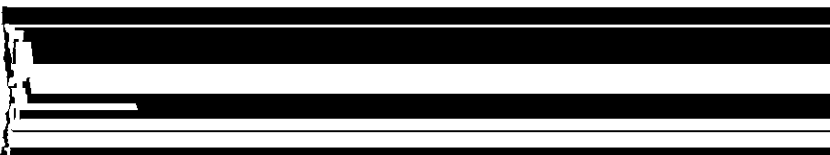

- a variable part calculated on the basis of teaching load, itself calculated

Making Up for Time Lost

jurisdiction, and combined with the multiplication of research contracts funded by the private sector and the EEC, this effort has helped increase considerably

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The law of August 1980 was amended in 1988, because this distinction between basic and applied research was considered too vague to be used as a criterion for the distribution of research. As noted in the first section, the



distribution of responsibilities (including research conducted under interna-



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The table structure is largely obscured by redaction. Visible elements include:

- Multiple horizontal lines representing rows and columns.
- A small, dark rectangular redaction mark in the upper left quadrant.
- A horizontal line with a small arrowhead pointing to the right, located in the lower middle section.
- A few faint, illegible characters and lines at the bottom of the page.

the other hand, has been a major concern for several years. The open policy of the 1960s has gradually been made more restrictive, mainly through the criteria

criticizing each other, are now getting into the habit of not only comparing themselves with their European counterparts but also with the United States.

eliminated), the possible introduction of a constitutional court, and the international powers of the communities and the regions.

7. The nation, or now the community, thus plays a dual role, as: (a) the organizing power for the institutions in its network; and (b) the authority responsible for applying the regulations to subsidized official or free educational institutions.

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INDEX 1
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s and Regions

GERMAN-SPEAKING
COMMUNITY



APPENDIX 3

Higher Education in Belgium

UNIVERSITY LEVEL	STATUS	STUDENTS 89-90
1. Flemish Community		

Higher Education in Federal Systems: The European Community

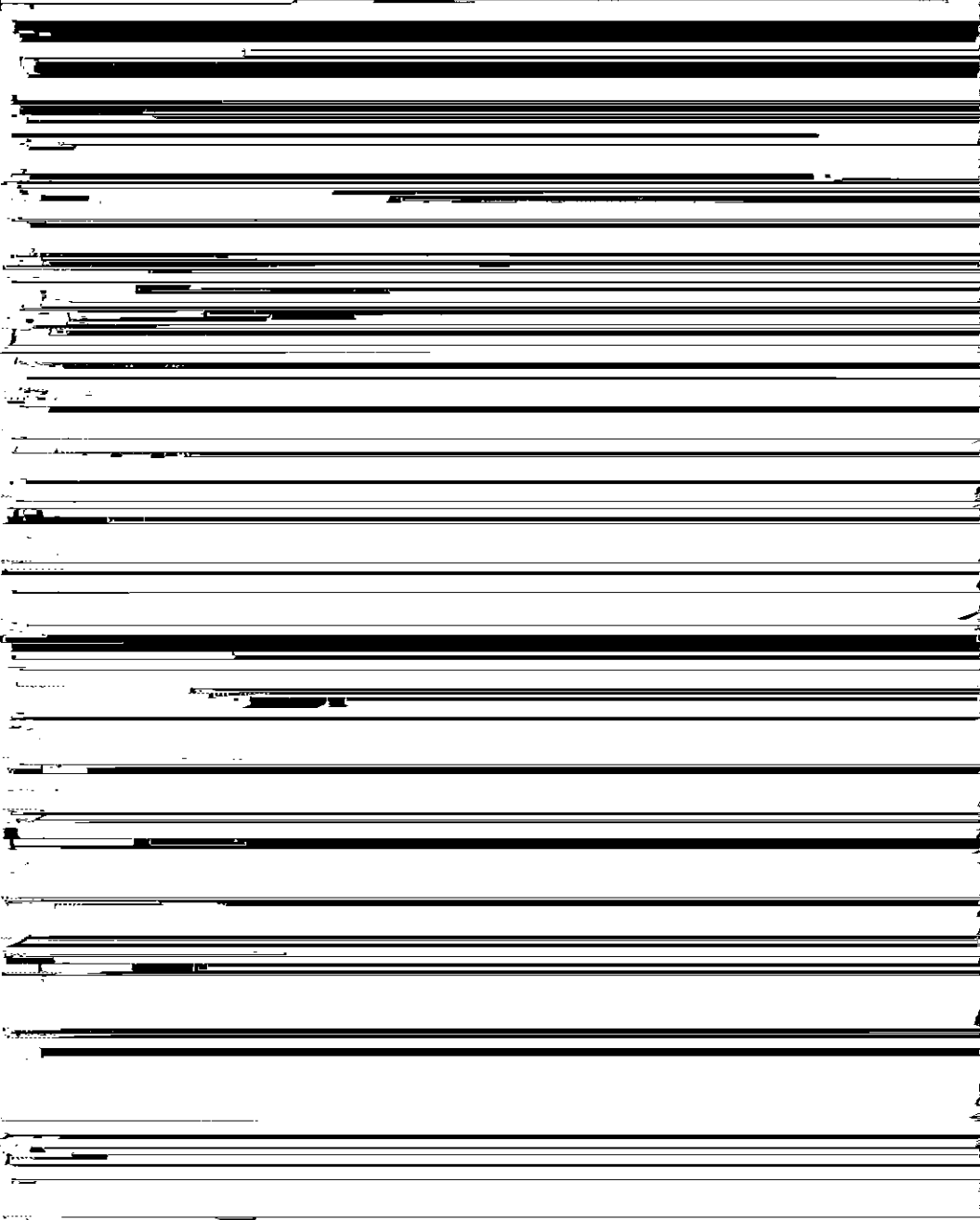
Pierre Cazalis

INTRODUCTION¹

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Figure 1: Indexed Supply of 15-19 Year Olds in Europe and USA, 1984-2000

Index



In principle, the drop in pre-university age students should have affected already the number of university enrolments. Although the complement of 15-19 year olds is apt to decrease until 1995 at least, as shown in Figure 1, this decline has not yet manifested itself at the higher education level. The

several reasons for this, among them the increasing number of students going on to university after graduating from secondary school, and the trend towards increased retention rates at the post-secondary level.

Figure 3: Staying-on Rates in Full-time Education for 16 Year olds in Some Member States of the EC



Socio-economic Context

With regard to higher education, the economic context is characterized by two factors: the growth of the tertiary sector and the increasing importance of research and development.

support targeted towards specific purposes such as adult training and certain

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why a general directive from the EC Council now calls for a minimum of three years of study for vocational training at the higher level.

Research Dispersion

Research is doubly dispersed — among establishments and among countries.

different national traditions with regard to research generally contribute to

Wentworth & Co. Ltd. v. Ministry of the Royal Air Force

Wentworth & Co. Ltd. v. Ministry of the Royal Air Force
[1952] AC 139 (HL)

Wentworth & Co. Ltd. v. Ministry of the Royal Air Force
[1952] AC 139 (HL)

Wentworth & Co. Ltd. v. Ministry of the Royal Air Force

Wentworth & Co. Ltd. v. Ministry of the Royal Air Force
[1952] AC 139 (HL)

Wentworth & Co. Ltd. v. Ministry of the Royal Air Force
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[1952] AC 139 (HL)

Wentworth & Co. Ltd. v. Ministry of the Royal Air Force
[1952] AC 139 (HL)

Wentworth & Co. Ltd. v. Ministry of the Royal Air Force
[1952] AC 139 (HL)

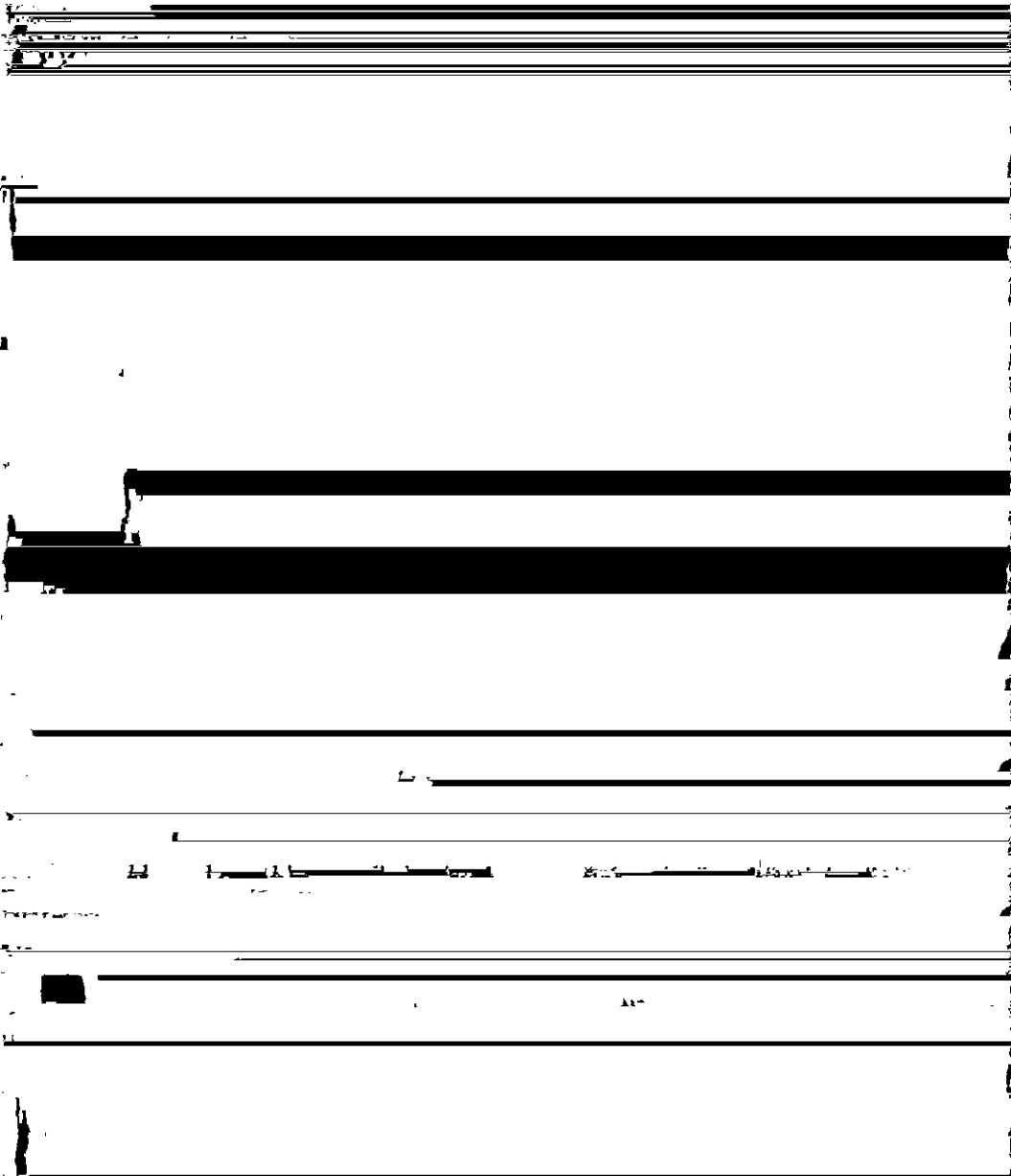
Wentworth & Co. Ltd. v. Ministry of the Royal Air Force
[1952] AC 139 (HL)

mobility between the university and the private sector, setting up of "discre-

systematic training programs for young teachers, more frequent use of personnel from the private sector, retraining of existing personnel, making a widespread practice of evaluation and career planning, and so forth.

Autonomy and Strategic Management

In most of the 12 member states, despite certain limitations, the institutions now



with training programs, and to the development of methods to combine studies and vocational training in the private sector.

ERASMUS

ERASMUS is the European Community Action Scheme for the Mobility of University Students. It was established by Council Decision on 15 June 1987. On 14 December 1989, the Council approved the second phase of the program for the period 1990-94 and awarded it a budget of ECU 192 million for three years. The possibility of participation by EFTA countries was also suggested.

ERASMUS is a...

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• mobility grants for teachers, students and administrators in higher education; and

The *Single European Act* incorporated a reformulated Title VI into the Treaty,

contribute in the medium term to the ...

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APPENDIX
Members of the Expert Advisory Group

REPRESENTATIVE

Chairman, European Council of Ministers of Education and Culture

1971

G. AUGUSTE

Universities of Paris, Chairman of the Council of the European
Institute of Education and Social Policy, Paris

University of Rome

P. BELLEVAL

President, SATURN

L. BERLINGUER

Rector, University of Siena

L. CERYCH

Director, European Institute of Education and Social Policy, Paris

Discussion

An Australian academic, Grant Harman, noted the American emphasis on multiple actors outlined in Martin Trow's paper, and discussed the Australian perspective on this with respect to the funding of universities. Australia has

gone through three different phases of funding...

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D A D T III

Issues in Higher Education

THEME 1: ORGANIZATION, PLANNING AND MANAGEMENT

governments. According to one Canadian provincial government official, the

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In the view of some participants, Canada does not share this sort of co-

operative arrangement in the relations between the federal and provincial governments.

Germany has a range of mechanisms. Some issues such as public law, student

this highly centralized Australian process was not touted as a model for others to follow.

THEME II: FINANCING HIGHER EDUCATION

The Chair, Pierre deCelles, the president of the École nationale d'administration publique in Quebec, introduced the second session by enumerating some of the different policies and issues pertinent to the theme of financing higher education. These included such matters as: sources of funding, contributions to fixed assets, student aid, tuition fees, direct subsidies to universities, funding formu-

considered in a new light; in the ability to forge new and different partnerships in various quarters. Autonomy would thus be seen in the choice of when to enter a partnership or not.

Some countries do not enjoy the same variety of funding sources as others.

health care. Per capita grants and other federal transfers are declining and threatening to make regional disparities more pronounced.

According to one senior federal government official, the financing of education is largely contingent upon which governmental umbrella covers it. The larger the umbrella, the more competition education will face. Under the current

considered include access, especially with respect to tuition fees; mobility among regions and countries; and the international recognition of degrees.

~~The distinction made in David Cameron's synthesis paper between the~~

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and industry. The sharing of research responsibilities among federal, provincial

the system through other avenues, for example the "centres of excellence" program to fund directed areas of research.

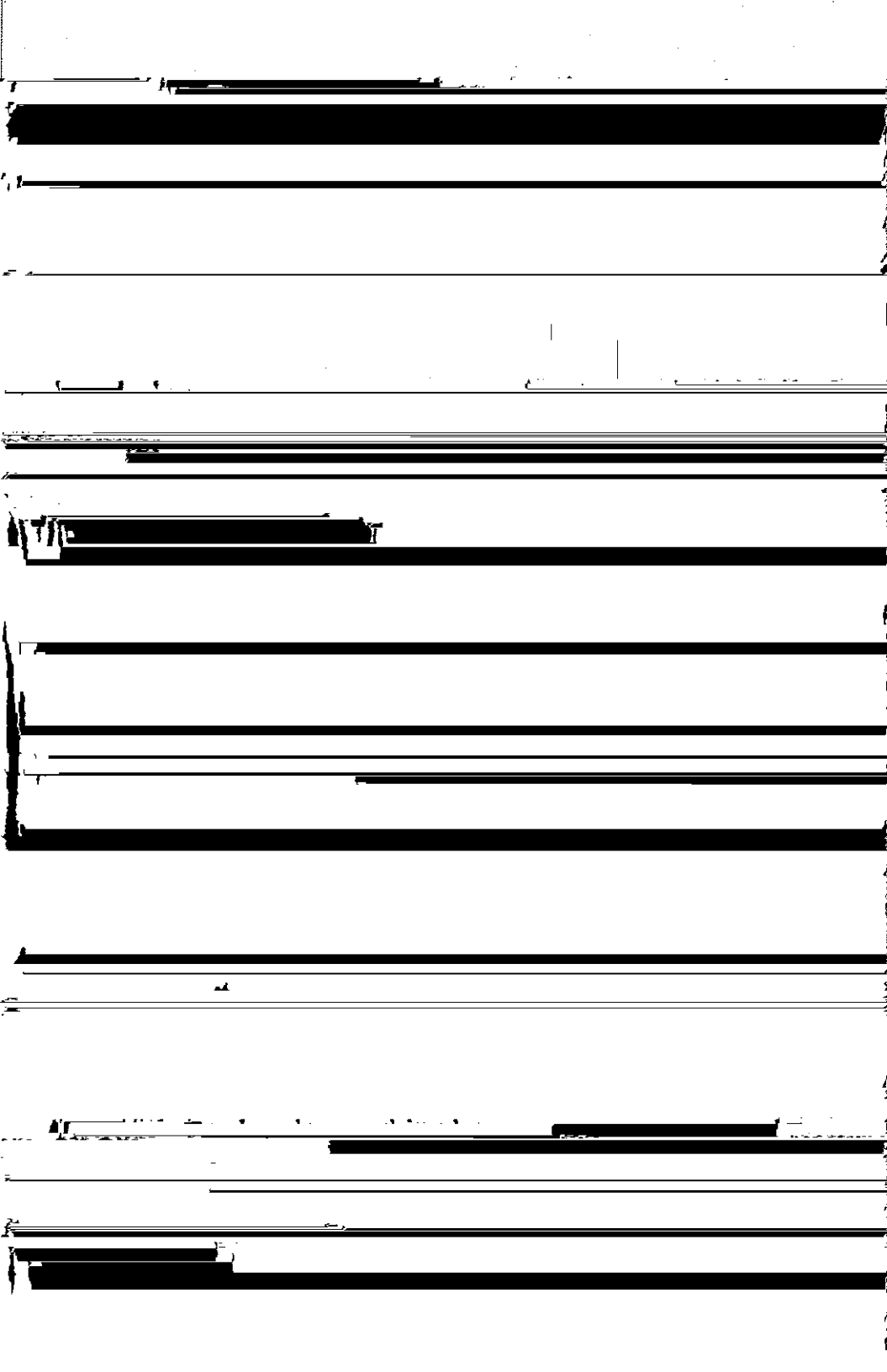
of distinction between research and instruction and therefore between their

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PART IV

Final Session

Rapporteur's Comments:
Hasty Generalizations Missed



To posit the desirability of funding coherence is indeed to fabricate the

source of funding. This leaves the desirability of funding coherence as a

national basis is the vital importance of skilled university management headed

CEO president with the same

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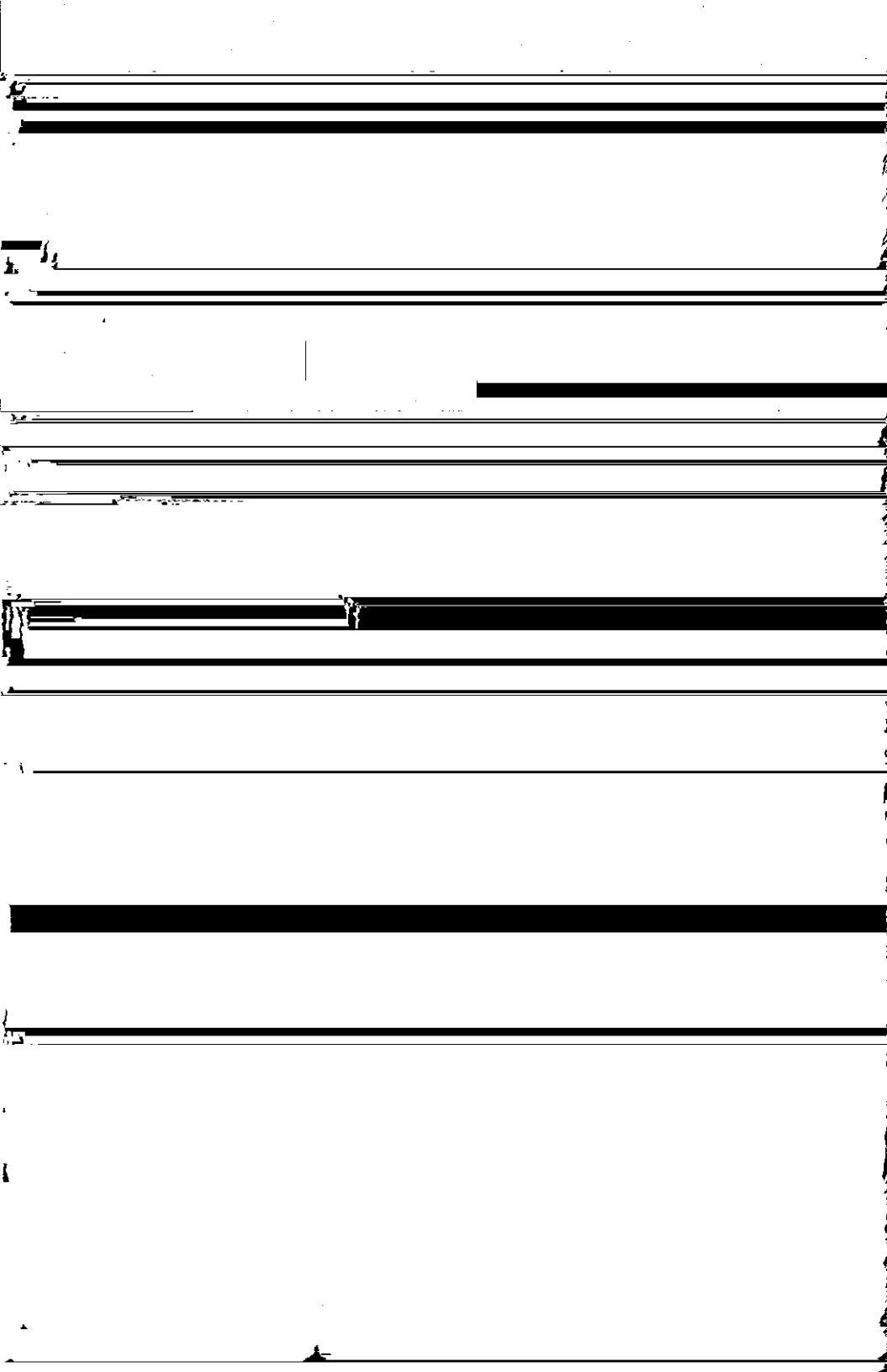
OVERSIMPLIFICATIONS

I come now to the last item on my list of obstacles to understanding higher education: oversimplifications. To your credit, what had become perfectly apparent as your deliberations were winding down was that they could not be confined by the notion that higher education can be equated with universities.



levels of government, higher education officials confront a vast continent where ministries of health, hospital commissions, public and private health insurance

research agencies jostle one another at the same time as they stand ready to do battle with universities.



Discussion

The role of federalism introduced in Stefan Duner's remarks and its

significance to federalism figured prominently in the discussion. The first question of the session speculated on whether it would have made a difference

opportunities for this multiply in a federal system with myriad levels of

secondary education. However, the "public interest" is not the specific or sole purview of any particular level of government.

There was some concern raised about closely equating the federal principle with the principle of subsidiarity, as the latter means many things to different people. For example, many Eurocrats may deem this principle as a rationale for

International Colloquium on
Higher Education in Federal Systems
8-10 May 1991

PARTICIPANTS

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Chairman
Maritime Provinces

Douglas M. Brown
Acting Director
Institute of Intergovernmental Relations

Canada

Gail R. Babcock

Canada

David M. Cameron

Pierre deCallos

Maurice Esquith

[REDACTED]

Peter Hicke

Leo A. LeTourneau

Keith Newton

David C. Smith

Economic Council of Canada

Queen's University

Denis F. O'Callaghan
Chairman

Canada

Robert H.T. Smith

*L'enseignement supérieur
dans les systèmes fédératifs*

*Actes du colloque international
tenu à Queen's University
en mai 1991*

*Sous la direction de
Douglas Brown, Pierre Cazalis
et Gilles Jasmin*

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Recherche Institut des relations inter

diversifier le financement de l'enseignement supérieur afin de préserver
l'intégrité de l'Université. Pour les spécialistes en matière de finances universitaires,

Remerciements

PREMIÈRE PARTIE

Le contexte fédéral

L'opinion est le plus sûr des guides

Il est difficile de trouver un sujet plus intéressant que celui de l'opinion publique. Elle est le reflet de l'état d'esprit d'une nation et de son évolution.

Elle est le résultat de la réflexion collective et de la discussion libre. Elle est le fruit de la démocratie.

Elle est le guide le plus sûr pour les dirigeants d'un pays. Elle leur indique la voie à suivre et les dangers à éviter.

Elle est le miroir de la conscience collective et de la morale d'une nation. Elle est le reflet de ses valeurs et de ses aspirations.

Elle est le moteur de la réforme et du progrès. Elle est la force qui pousse les dirigeants à améliorer leur gestion et à servir le bien public.

Elle est le garant de la liberté et de la justice. Elle est la force qui résiste à l'oppression et à l'injustice.

Elle est le fondement de la confiance et de la coopération. Elle est la base sur laquelle se construit la stabilité et le développement.

Elle est le plus précieux des biens d'une nation. Elle est le trésor qui assure son avenir et son bien-être.

Elle est le plus grand des défis pour les dirigeants. Elle est la tâche la plus ardue et la plus importante.

Elle est le plus grand des espoirs. Elle est la lumière qui guide la nation vers un avenir meilleur.

Elle est le plus grand des honneurs. Elle est la récompense de la sagesse et de la justice.

Elle est le plus grand des devoirs. Elle est la responsabilité de tous les citoyens.

Elle est le plus grand des biens. Elle est le trésor qui assure l'avenir de la nation.

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Elle est le plus grand des défis. Elle est la tâche la plus ardue et la plus importante.

Columbia, qui a été notre contact avec les Australiens; et David Cameron, de Dalhousie University, qui a non seulement rédigé un exposé sur le Canada et

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et la seule moi-même capable d'être...

stituantes. Ce qui distingue les systèmes fédératifs de ces deux autres types d'organisation politique est que ni l'un ni l'autre ordre de gouvernement ne détient son autorité de l'autre ou n'y est subordonné. Chaque ordre de gouverne-

des services communs de l'Afrique de l'Est et plus récemment la Communauté

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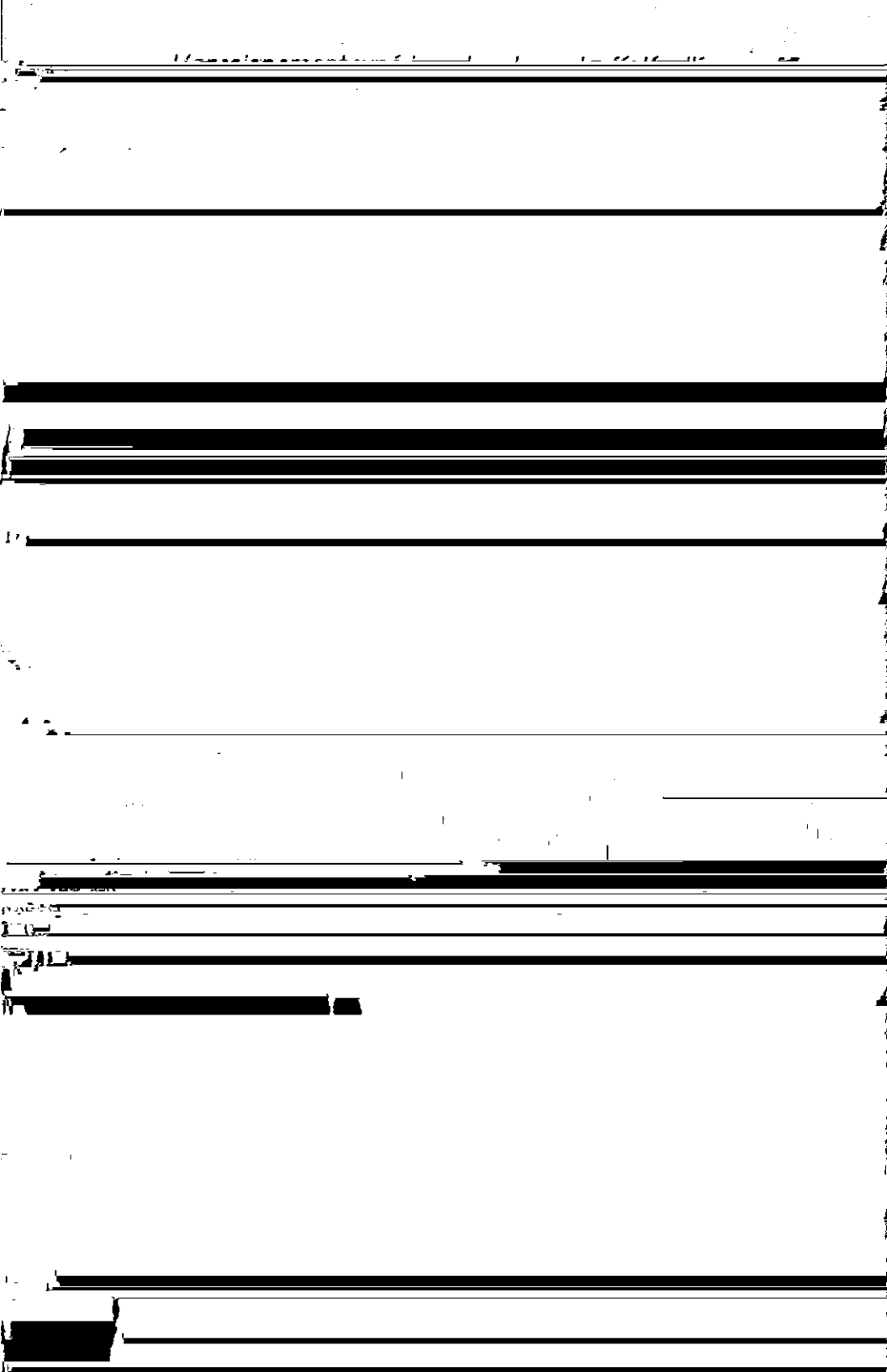
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les fédérations, où les pouvoirs sont partagés, l'enseignement supérieur est l'un des domaines intéressant les deux ordres de gouvernement. Dans la plupart des fédérations, on considère généralement qu'il convient de confier la juridiction sur l'éducation en tant que telle aux provinces. Mais la simple application de cette solution à l'enseignement supérieur a tendance à créer des problèmes particuliers. L'enseignement supérieur joue de toute évidence un rôle important

DIFFÉRENCES ENTRE SYSTÈMES FÉDÉRATIFS



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State II is où il existe plusieurs

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dans le texte constitutionnel est certes l'une des questions dont on définit

caractère même du fédéralisme ambiant. C'est dire que si nous voulons comprendre les différences qui existent entre nos fédérations en matière d'enseignement supérieur, il nous faut comprendre les différences fondamentales qui existent entre les fédérations elles-mêmes et tenir compte

politiques de l'enseignement supérieur.

Deuxièmement, le caractère même d'une fédération influera sur l'intensité de la collaboration ou la concurrence qui pourra exister entre les divers ordres de gouvernement. À ce titre, c'est peut-être en Allemagne et en Suisse que la collaboration intergouvernementale est la plus étroite. Il existe dans ces deux

pays en voie de développement a été telle que les changements en matière de transports, de communications sociales, de technologie et d'association

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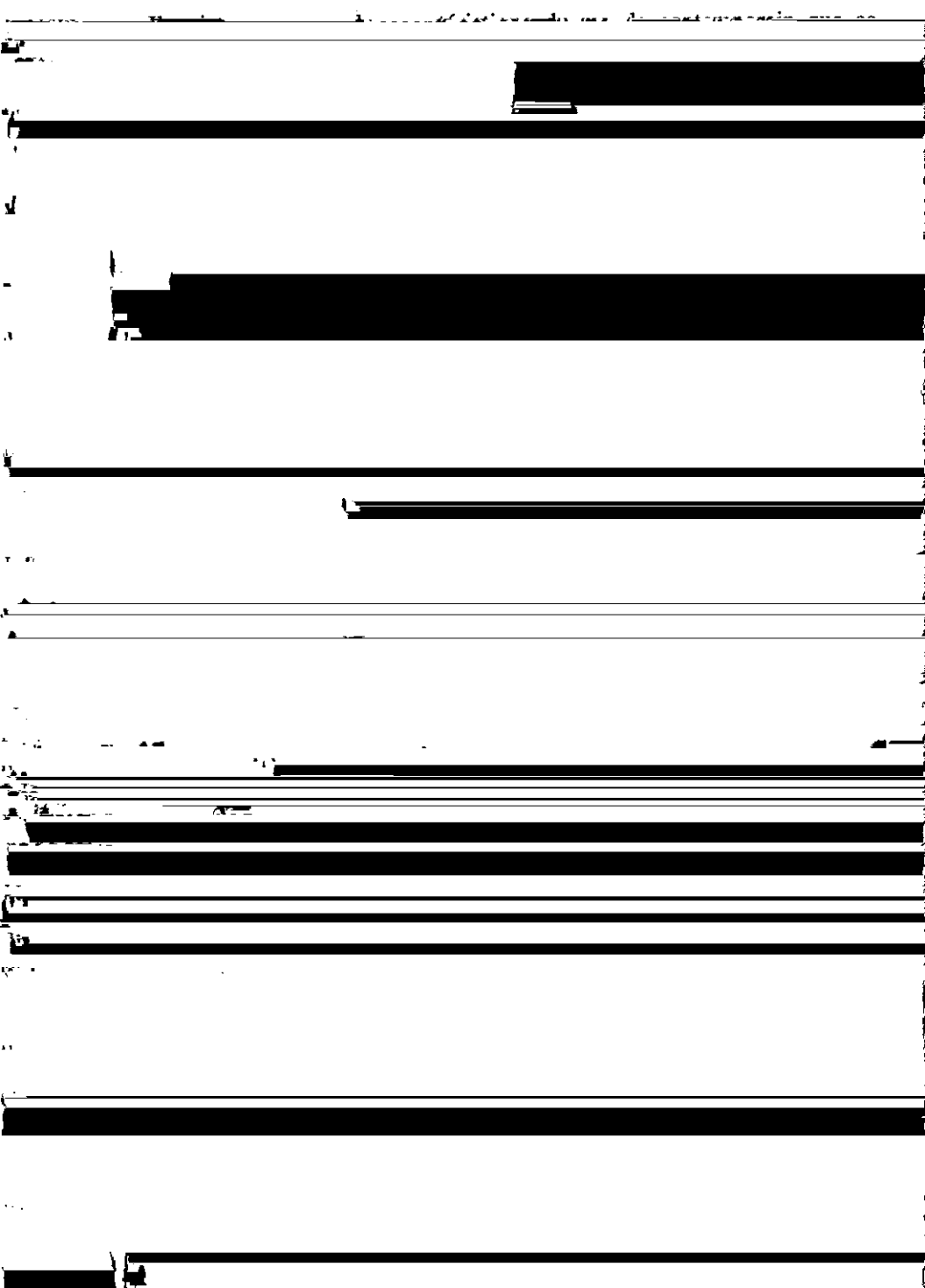
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anime nos sociétés contemporaines, et dont il a déjà réalisé le décaissement.

Département des études de

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différences culturelles entre les régions.

Dr. Sir Donald Stewart de la nouvelle Commission canadienne de mise en valeur

cette dépendance des universités envers le marché favorise les consommateurs plutôt que les fournisseurs et confère un pouvoir politique important à l'aide accordée aux étudiants.

La discussion se termine par un retour à son point de départ, c'est-à-dire à

DEUXIÈME PARTIE

L'enseignement supérieur dans
sept systèmes fédératifs

L'enseignement supérieur dans sept

Par ailleurs, chacun des exposés établit clairement que les régimes fédératifs

régionaux³ en matière d'enseignement supérieur peuvent se transformer en profondeur avec le temps dans un système fédératif donné. Dans certains cas,

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droit strict, sont pratiquement toutes considérées comme publiques dans les faits. Au contraire, les universités américaines se répartissent encore entre établissements publics et privés.

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consultatif et de recherche, et qui sont elles-mêmes dirigées par des

L'aménagement constitutionnel allemand est notablement différent de celui

fr

devant exister entre capacité technologique, revenus d'exportation et compétences intellectuelles (connaissances et savoir-faire)»:

C'est tout un défi que d'exploiter de façon créatrice cette interrelation qui met en cause à la fois l'éducation et la formation, le recyclage, la recherche, l'amélioration du transfert de technologie, ainsi que le développement des compétences scientifiques et technologiques.

Cela exige également une perspective plus large des rapports internationaux [...] Nulle part le défi — et l'occasion — ne sont plus grands que dans le système d'enseignement supérieur, parce que c'est là que se trouve en grande partie le potentiel de recherche et de développement de l'Australie. Or, la recherche et le

étudier les avantages possibles d'un renforcement des mécanismes de coordi-

LE FINANCEMENT DE L'ENSEIGNEMENT SUPÉRIEUR

Donner une vue d'ensemble des systèmes éducatifs, financiers et de financement de l'enseignement supérieur

[REDACTED]

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marché²⁹. On discute depuis longtemps d'un programme semblable en Amérique du Nord. Au Canada, les discussions ont été menées pendant

L'Australie et le Canada ont récemment adopté

9. David M. Cameron, «L'enseignement supérieur dans les systèmes fédératifs: Le Canada», p. 49-76.
10. Certaines écoles professionnelles en Suisse fonctionnent comme des

11. Martin Trow, «Origines et développement du fédéralisme dans l'enseignement

L'enseignement supérieur dans les systèmes fédératifs: le Canada

David M. Cameron

LE FÉDÉRALISME CANADIEN

Le fédéralisme canadien est en crise et...

À l'origine, le modèle constitutionnel accordait la primauté au

Ce serait folie que de prétendre que l'échec de l'Accord rend le démembrement de la fédération canadienne inévitable. Cependant, on ne saurait écarter cette éventualité. Il y a, bien sûr, d'autres possibilités, dont un

À l'époque, la grande question était de déterminer qui, des pouvoirs publics ou de l'Église, devait avoir la mainmise sur les collèges et universités et en assurer l'existence. Cette controverse fut la «bête noire» de toutes les provinces pendant une bonne partie de la seconde moitié du dix-neuvième siècle, et il