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Of course, this is very difficult to say because, you know, historians by profession refuse to talk about the future. But it is my impression that the process of differentiation that I spoke about before will continue. Again, if you only think to the fact that we had a standard four years, five years of medical school courses and now we have so many different courses of different length, of different intensity and degree of complication. I think this process will continue and most probably, I am convinced of this, of course I may be mistaken. Given the demographic trends, we will have also two different phenomena, two new phenomena.

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One is the growth, if we want to preserve the dimension of our university system of adult learning. of training people that are already of a certain age. And I think this is a function that is very new, at least for Italian universities, and also for continental European universities that are used to teach young people. I think this is something that we must learn to do, given the new structure of the population. At the same time we must be very, how to say, we must pay a lot of attention because of course to retrain or to update something an adult, let's say 45, 50 years old person knows already is much different from forming a new generation of researchers, of scholars, of doctors, of scientists, of engineers, is very different. So this is a new, I would say, a new kind of student, a big challenge for the university system, but which is, it has to be faced because also the number of young people is rapidly decreasing, especially in Italy, and especially in countries in which English is not so well known and so widely used.

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Italy is not like the Netherlands, for example, from this point of view, where they can easily think to foreign students because they teach mostly in English schools. This is one thing. And we have to face also, I think, and I hope this will continue, a greater mobility of students. Once upon a time, the students went to the university for four years in the same place. In Italy, for example, I think at least when I was still paying attention to this data, the students going to the second stage, let's say what we call the laurea magistrale, in some places called the maitrise or the master, let's say the two years after the first three, the percentage of students that go to another university is growing and growing.

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So that in a way there is a demand for variety coming and also from different experiences coming from students. And if you have the students only after two years and the first three years they've been elsewhere, it's a great challenge you have to face also in dealing with the students and meeting their demands and expectations. So those two years are two years and they ask for very precise things because it's also an economic investment for them to go, let's say, from Palermo to Bologna or from Milano to Venice to Padua because these two aspects is not just a South-North movement.

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Also I think the ambitions and the demands that the students, these different kind of students will pose us, will grow more diverse. And it will be crucial that in each precise

moment we will be aware of the kind of students, of the kind of demands, of the kind of requirements they have. We cannot treat students as a unified mass. If this was possible, I think it was always wrong. But nowadays, this would be a tragic mistake. We cannot treat, let's say, a 21-year-old student that wants to study in a professional way, engineering of some sort.

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We cannot treat him like a 45-year-old person who has already a job at a firm and wants to get a degree or wants to improve his knowledge or wants to update his knowledge to make further progress in his career. These are two completely different figures. Plus, of course, hopefully, we will also have students from abroad if we are able to get them. And these two, of course, will raise huge problems for the present university system, because especially in countries where English is not so widely used, how can we accommodate what kind of instruction, what does it mean in terms of language, of teaching?

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These are huge demands for the survival of the university system in its present dimension, that are very large compared to demographic trends. So I think that these are big challenges for universities now.