

# **JEAN MONNET CONFERENCE**

Madrid, January 26, 2010

## **THE ROLE AND COMPETENCES OF THE EUROPEAN UNION IN EDUCATION AND TRAINING: PERSPECTIVES FOR THE FUTURE**

**Ramon Marimon**

European University Institute &  
Universitat Pompeu Fabra

# Three remarks

1. On the social dimension of Higher Education
2. On the Role and Competences of the EU in Higher Education
3. On the 'Fifth Freedom'

# 1. On the social dimension of Higher Education

from the Spanish Presidency...

## III. 2. Social Dimension of Education

### THE SOCIAL DIMENSION OF HIGHER EDUCATION

The university mission is knowledge and research generation, *but* it should also ensure that society receives some benefits from those activities.

*but*

the best way to ensure society receives benefits from knowledge and research generation *is by pursuing excellence with responsive institutions,*

which requires

investment in human resources

openness, creative criticism & competition,

and **trust**,

which requires

a (social) contract based on proper

recognition (autonomy & remuneration) and accountability.

## as to go beyond standard duties

- Exposing high school students to new knowledge.
- Integrating social & cultural diversity.
- Linking basic and useful knowledge; local and global knowledge.
- Making an EU contribution to education and knowledge in the global society; specially regarding 'fragile countries'.

## 2. On the Role and Competences of the EU in Higher Education

*from Article 165.1 of the Lisbon Treaty*

*"The Union shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity"*

# Competences are limited yet the role of the EU can be large

- Which Education & Training models Member States want to pursue in the 21<sup>st</sup> Century?
- If open and competitive, within the EU diversity, to strengthen the 'home base,' within the global society

then the EU (& EC) has a large role to play

### 3. On the 'Fifth Freedom'

from *Article 163.1 of the Lisbon Treaty*

“The Union shall have the objective of strengthening its scientific and technological bases by **achieving a European research area in which researchers, scientific knowledge and technology circulate freely, and encouraging it to become more competitive...**”

“We need to strengthen the links between the European Research Area and the European Space of Higher Education” (Eva Almunia, 25/01/2010)

The Fifth Freedom is, possibly, the most effective link

# The 'Fifth Freedom': where do we stand?

the free movement of knowledge & ideas on Higher Education and Research policies in Europe

- ++ OCDE: PISA and related initiatives
- + The Bologna process-debate, Education & Culture DG and EU presidencies initiatives (e.g. Spanish)
- MS educational reforms are often conducted and perceived as 'just domestic affairs'; while, beyond historical diversities, most issues are the same.

# The 'Fifth Freedom': where do we stand?

the free movement of researchers & scholars in Europe

- ++ Erasmus, Marie Curie, Leonardo da Vinci, and Max Weber Programme.
- + Virtual & network mobility !
- Real mobility in pursuing research and academic careers (with the historical Anglo-Saxon exception and an increasing number of scattered initiatives in Continental Europe)

# The 'Fifth Freedom':

where do we stand?

The lack of (real\*) **openness** of many university systems is not just a problem of mobility, but also **a problem of social responsibility**:

- in many countries a relatively large generation of university professors are going into retirement
- there is a young generation of internationally trained PhDs and post-docs with very high potential
- but very often they have to pursue their careers elsewhere; accentuating educational gaps...

(\* of effectively implementing hiring and promotion policies based on

International (Shanghai) rankings may be wrong,  
but our best young researchers and scholars  
'voting with their feet'  
cannot be wrong!

# The 4 Es ?

“‘Equité and Excellence’ the two pillars of our educational policy” (Odile Quintin, 25/01/2010)

A goal of every national and regional education authority? If this is the goal, then we need

“**E**xcellence and **E**quity **E**verywhere in **E**urope”

# Excellence and Equity

## Everywhere in Europe

- An ambitious goal or just a rhetoric illusion?
- Excellence can be achieved and should be pursued at all educational level.
- A local base of excellence is needed everywhere.
- The European Union (and the Global Society) provides the scale for specialization in Higher Education, Research and Innovation.
- Therefore, there is a large role for the Union in guaranteeing the full development of

a playing field of great potential:

**an**

*Open,*

*Integrated,*

*and*

*Competitive*

*European Research & Higher Education Area*

*in a Global Knowledge Society,*

in the pursue of

*Excellence and Equity*

*Everywhere in Europe*