

The Europe of Knowledge: Past, present and future

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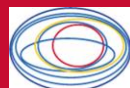
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Agenda

1. Legal domain
2. Europe of Knowledge: Origins
3. Bologna Process & European Education Area
4. European Research Area
5. Lisbon Agenda and OMC
6. EU's Modernisation Agenda
7. Europe & Horizon 2020
8. European Univ. Initiative
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EU's Legal Basis



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- Education — and in this context also higher education — was formally **recognised as an area of EU competency** in the Maastricht Treaty of 1992 (unchanged in Lisbon Treaty)
- EU's Charter of Fundamental Rights: 'Everyone **has the right** to education' (Article 14)
- In accordance with the **subsidiarity principle**, higher education policies are decided at the level of the individual Member States
- The role of the EU is therefore mainly a **supporting and coordinating** one

European Commission & Education Historical Trajectory



- Moderate role, in terms of budget
- Important political role in 3 overlapping phases:
 - 1953–1992: establishing education and research as a domain for European competence and policy
 - 1987–2006: extending and de-nationalising education and research programmes
 - 2000–2020: Drawing education and research into the economic domain and emphasising a sense of urgency (reforms)

Europe of Knowledge: Origins

“An economy based on the **creation, dissemination and exploitation of knowledge** will be one of the dominant features of the 21st century, and against such a background a number of these **competitive factors** will play a crucial role in generating a recovery in growth and an increase in employment (p. 60) ... **adapting education and training systems** (p. 109)”

Jacques Delors

8th President of the European Commission (1985-95)



Source: 1993 ECC's White paper on growth, competitiveness & employment

BUILDING A EUROPE OF KNOWLEDGE



Knowledge
(expansion &
renewal)



Citizenship
(Values)



Competencies
(life long
learning)

← Integration between education, training and youth policy →

The Bologna Declaration (1999)

- The Magna Charta Universitatum (1988)
 - Academic **freedom** & institutional **autonomy** as key principles
- An *inter-governmental* rather than supranational process
 - EU one of many stakeholders, but an important one!
- Core goal:
 - **The creation of an open European HE Area by 2010**
 - Convergence of HE structures *not* harmonisation
- How:
 - Via policies and joint measures (ratified at national level)
- Coordination/Implementation
 - At the national level via the establishment of objectives and benchmarks – the Open Method of Coordination (OMC)

Bologna Aims

- Joint adoption of:
 - A system of easily readable and **comparable degrees**
 - A **three-cycle framework** of qualifications (BA, MA & PhD)
 - System for **quality assurance** and certification (e.g. NOKUT)
- 49 signatory members as of 2021



<p>EHEA INTRODUCTORY MATERIAL</p> <p>ALBANIA</p> <p>Albania has been a full member of the Bologna Process / European higher education area since 2003.</p>	<p>EHEA INTRODUCTORY MATERIAL</p> <p>ANDORRA</p> <p>Andorra has been a full member of the Bologna Process / European higher education area since 2003.</p>	<p>EHEA INTRODUCTORY MATERIAL</p> <p>ARMENIA</p> <p>Armenia has been a full member of the Bologna Process / European higher education area since 2005.</p>
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European Research Area (ERA)

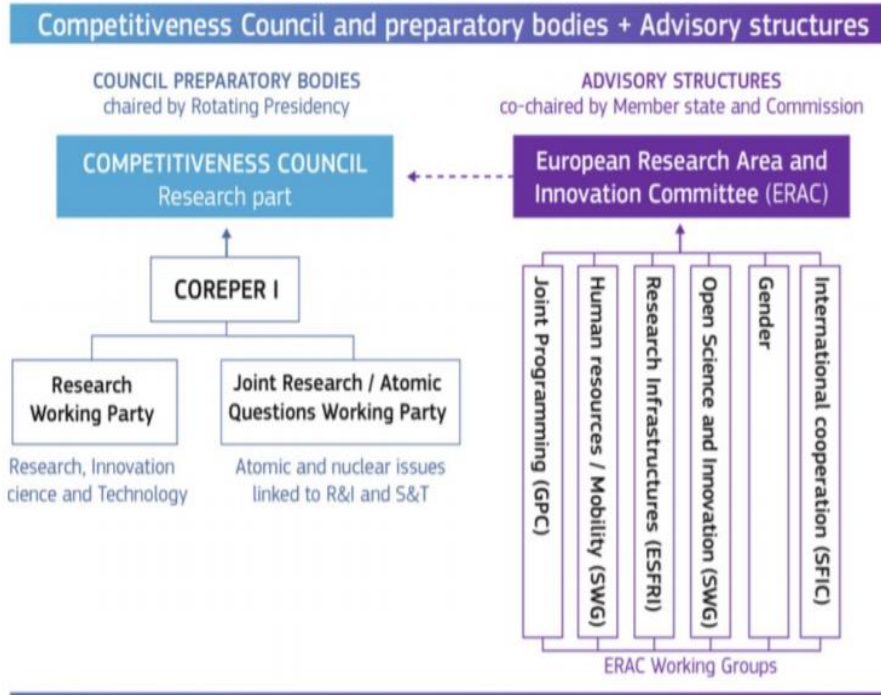
- A *framework* for internal market coordination (2000)
 - a **single market for research** in Europe
- In research, activities not equally constrained (legal side)
- ERA as a step towards the “**Fifth Freedom**”
 - Four freedoms: goods, capital, services, and people
 - ***Fifth Freedom: the removal of barriers to the free movement of knowledge in the EU***



European
Research Area

ERA's Roadmap (2015-2020)

ERA governance/partnership



- Effective national **research systems**
- **Transnational cooperation and competition**
- **Open labour market** for researchers
- **Gender equality** in research
- **'Knowledge circulation' and 'open access'**
- International **cooperation**

The Lisbon Vision



“The [European] Union must become [by 2010] the most competitive and dynamic **knowledge-based economy** in the world capable of sustainable **economic growth** with more and better jobs and greater **social cohesion.**”

(European Council 2000)

The Lisbon Process: Implications

- **Education:**

- Key for single labour market & for social cohesion

- **Research & Development:**

- Foster economic growth & global competitiveness

- **Universities as key actors:**

- Need for bold national reforms – EU's Modernisation Agenda



Lisbon Process: Key aspects



- A **supranational** (EU-led) policy process
- EU treaty provides **no legal mandate** over HE affairs
 - Solution is 'soft' law (OMC)
- **Convergence** of agendas
 - Bologna and Lisbon
 - EU as dominant actor
 - Co-opting Bologna

Open Method of Coordination (OMC)

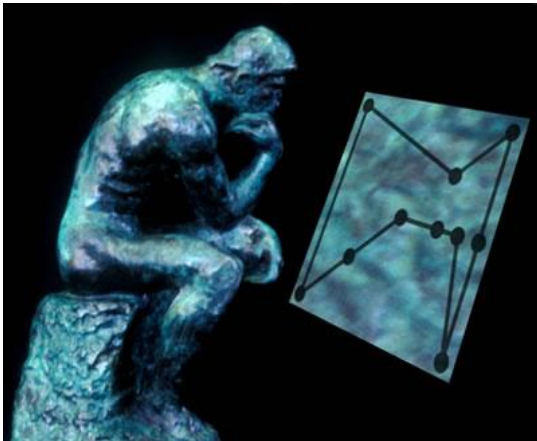
- ***What is it?***

- a **policy instrument and approach** to coordination in the EU that is seen as representing a new mode of governance ('soft' law)

- ***How does it work?***

- Fixed **guidelines** combined with **timetables**
- Translate guidelines into **national/regional policies**
- Qualitative and quantitative **indicators/benchmarks**
- Periodic **monitoring, evaluation** and peer review

EU's Higher Education Reform Agenda I



• **The Problem:**

- Uniformity and egalitarianism
- Fragmentation
- Over-regulation
- Lack of funding

(Source: European Commission, 2006)

EU's Higher Education Reform Agenda II

• The Solution:

- Geographical/inter-sectoral **mobility of students/researchers**
- More **autonomy** to HEIs and **accountability** to society
- Stronger **links with industry**
- **Employability of graduates** in light of labour market requirements
- Improve **efficiency of funding** (education & research)
- Enhance **interdisciplinarity and transdisciplinarity**
- Stronger **interactions with society**
- **Rewarding excellence** amongst students/researchers



EU's Objectives for Higher Education

OBJECTIVES



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- Encouraging **mobility** of students and staff
- Fostering mutual **recognition** of diplomas and periods of study
- Promoting **cooperation** between higher education institutions and developing distance (university) education

Europe 2020

- **EU's growth strategy: 2010-2020**

- Higher Education a key policy area

- Contribution to economic growth
- Increased collaboration between EU and member states
- Focus on research (excellence and frontier research)

- Targets

- 40% of young people (30-34) with a HE degree or equivalent by 2020 (vs. 33.6% in 2010)
- 3% of the EU's GDP invested in R&D

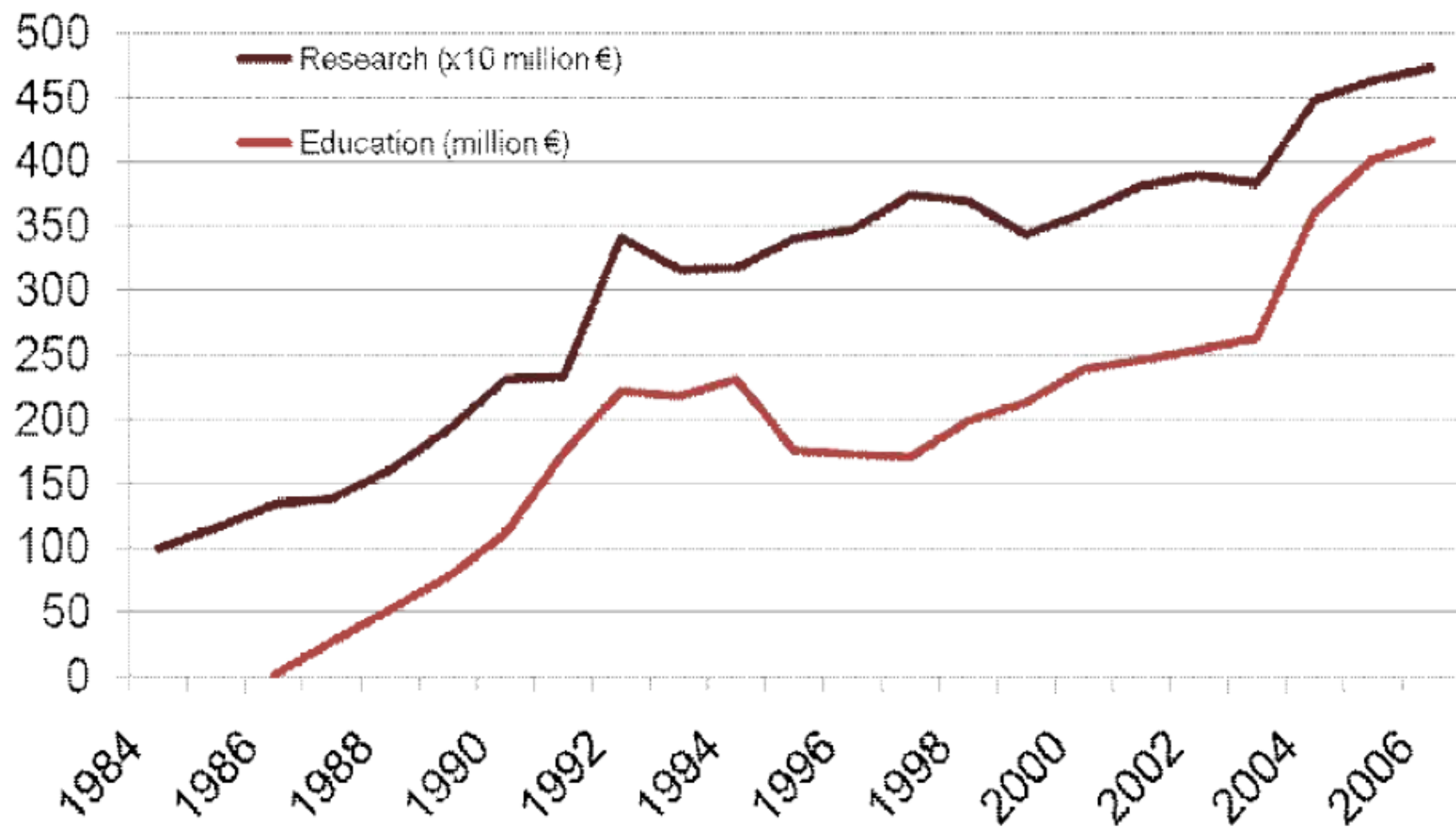


Horizon 2020

- EU's **Research & innovation flagship program**
- Funds the ERC (**European Research Council**)
 - 17% H2020 budget (94B), Euro 16 Billion (2021-28)
 - Most important & prestigious funding agency
- Key pillars:
 - **Excellent science (world class)**
 - **Industrial leadership (global competitiveness)**
 - **Societal challenges (impact)**
- Linked to «**Innovation Union**»
 - EU market for patents & licenses
 - Passport for venture capital



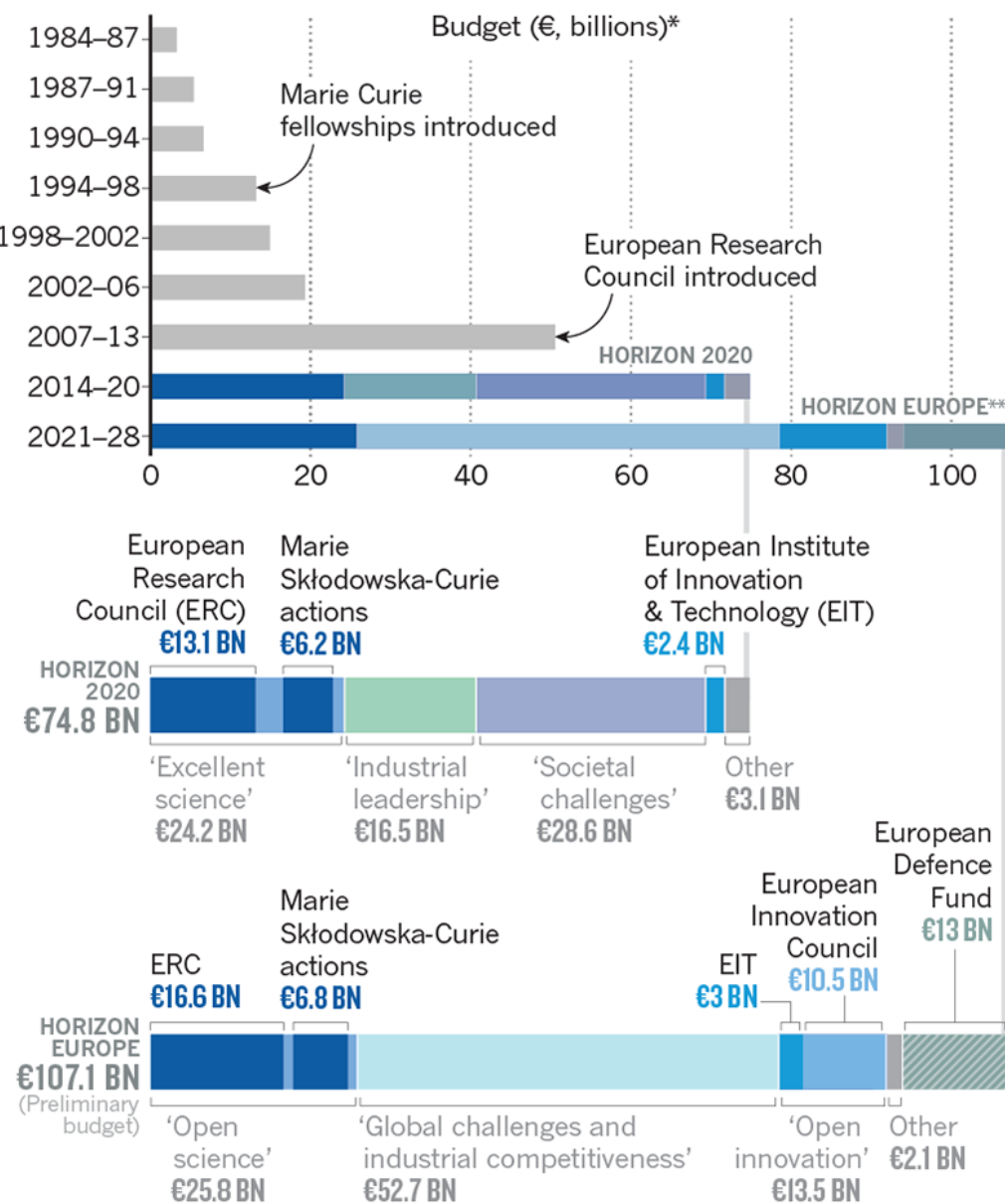
Annual budget for Higher Education & Training and Research



Horizon 2020: 77 Billion Euro (2014-2020)
New Budget (2021-2028): 94 Billion Euro

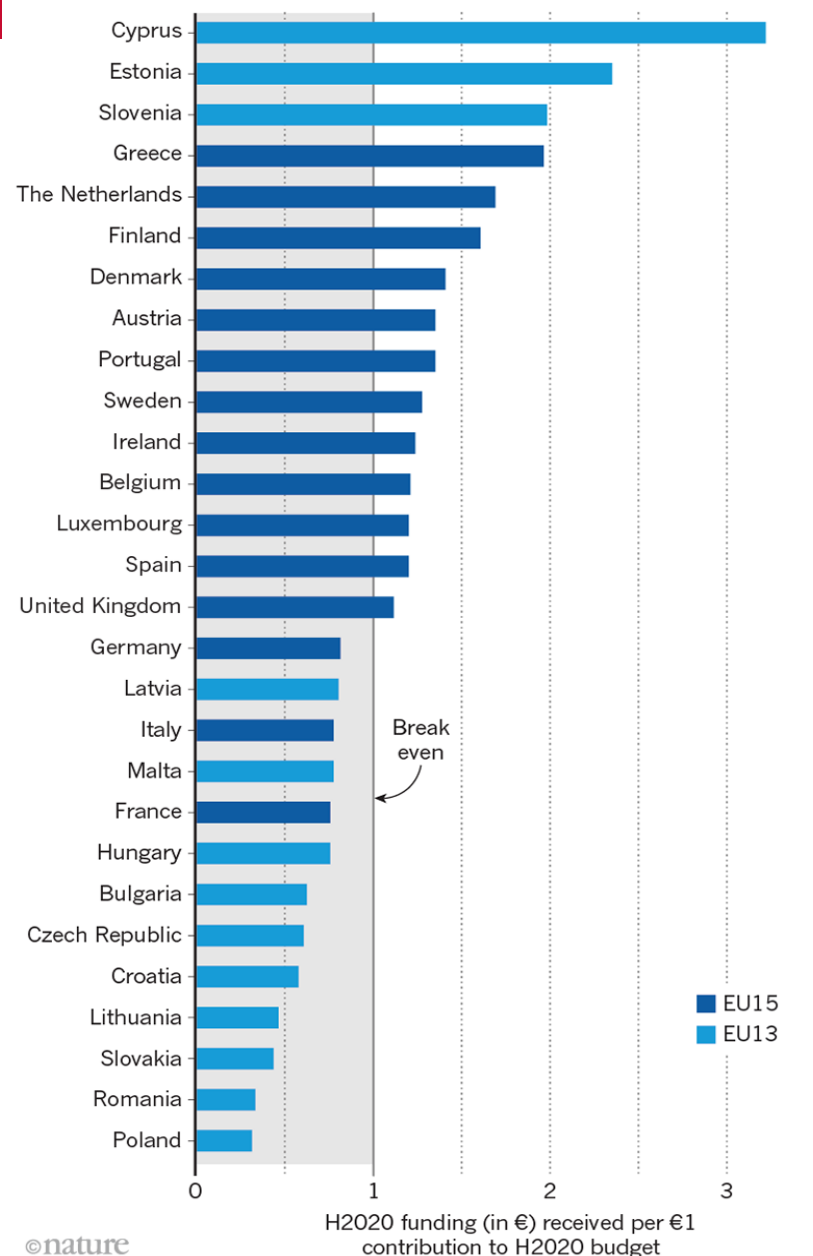
Horizon 2020 (2014-2020)		
	Final breakdown	Estimated final amount in million euro (in current prices)
I Excellent science, of which:	31.73%	24 441
1. The European Research Council	17%	13 095
2. Future and Emerging Technologies	3.50%	2 696
3. Marie-Sklodowska-Curie Actions	8%	6 162
4. European research infrastructures (including eInfrastructures)	3.23%	2 488
II Industrial leadership, of which:	22.09%	17 016
1. Leadership in enabling and industrial technologies	17.60%	13 557
2. Access to risk finance	3.69%	2 842
3. Innovation in SMEs	0.80%	616
III Societal challenges, of which	38.53%	29 679
1. Health, demographic change and wellbeing;	9.70%	7 472

The European Union has steadily increased the value of its large framework research programmes.



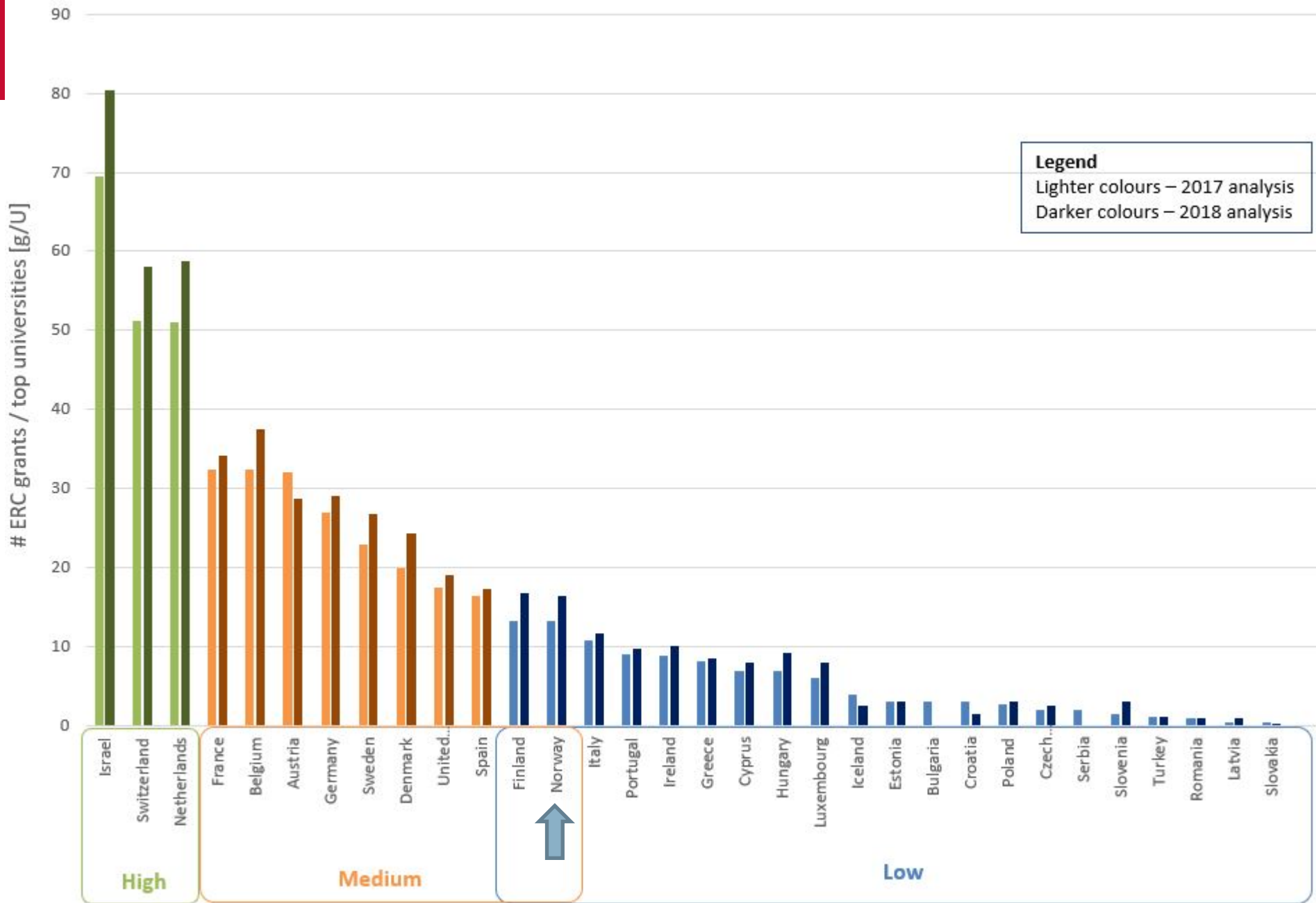
* In current €.
 ** Horizon Europe budget yet to be finalized; assumes 27 member states after Brexit.

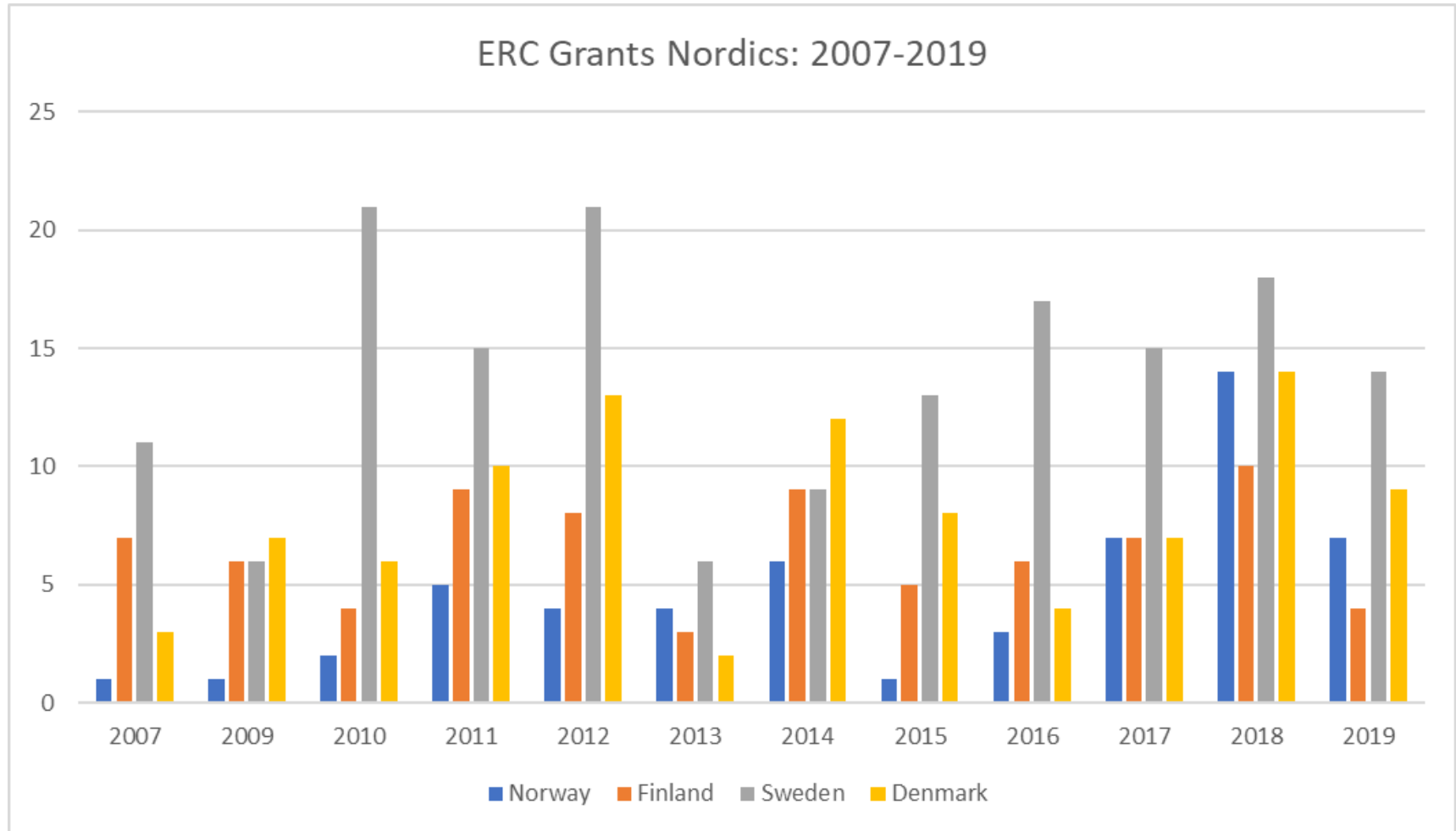
Cyprus has won more than three times the money that it pays into Horizon 2020 (H2020), but other countries pay more cash in than they get out.



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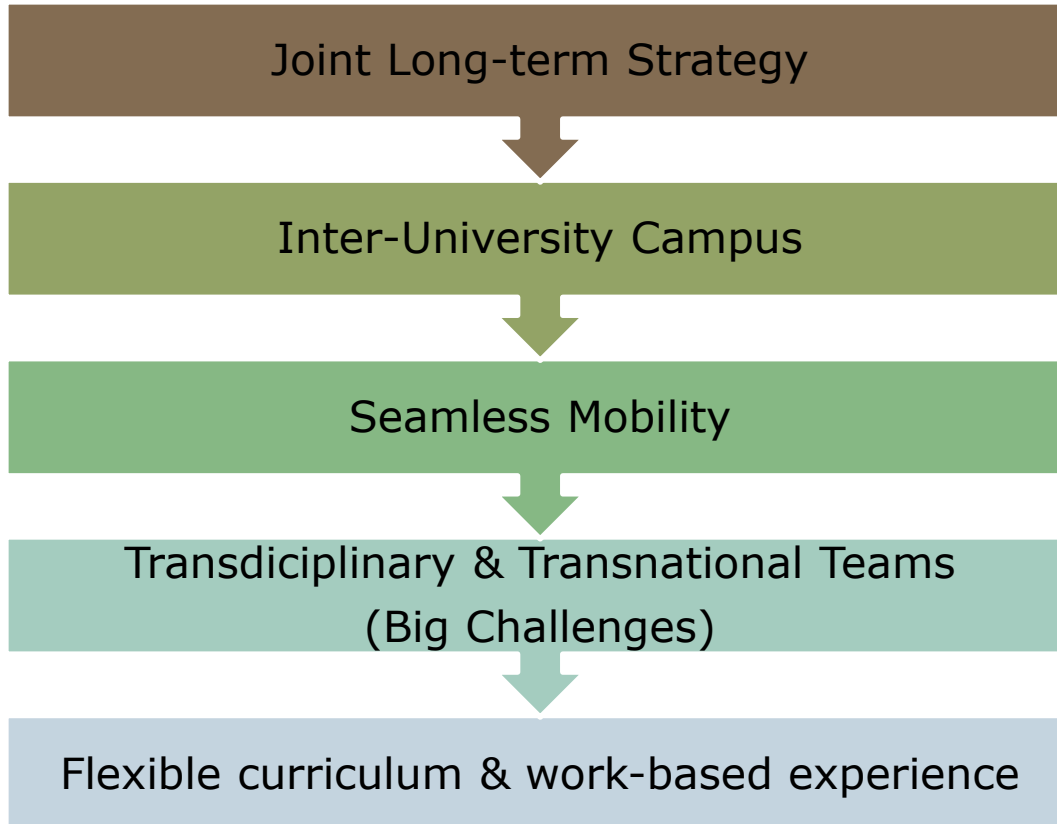




Sweden dominates since 2010; Norway last until 2017

Top EU (2019): GER: 74; UK 62; NL: 51; FR: 41

European University Initiative



‘...strengthening **strategic partnerships** across the EU between higher education institutions and encouraging the emergence by 2024 of some twenty 'European Universities', consisting in **bottom-up networks of universities** across the EU which will enable students to **obtain a degree by combining studies** in several EU countries and contribute to the **international competitiveness** of European universities’.

*2017 EU Vision for Education & Culture,
Gothenburg Summit of EU leaders*

41 alliances
280 HEIs
27 EU Countries ++ (Norway)
Up Euro 7M per alliance





Future? Towards Europe 2050

An open knowledge system in Europe

- Invest more in research infrastructures
- Promote **open access to data** and data literacy
- Create a **European Knowledge Space** to function as a knowledge pool for addressing societal challenges
- Rethink **intellectual property**

Flexibility and experimentation in innovation

- Build stronger **regional innovation ecosystems**
- Support the **autonomy & funding** of universities
- Stimulate experimentation in the economy and society
- Promote **experimentation** in social and environmental policy

European-level cooperation

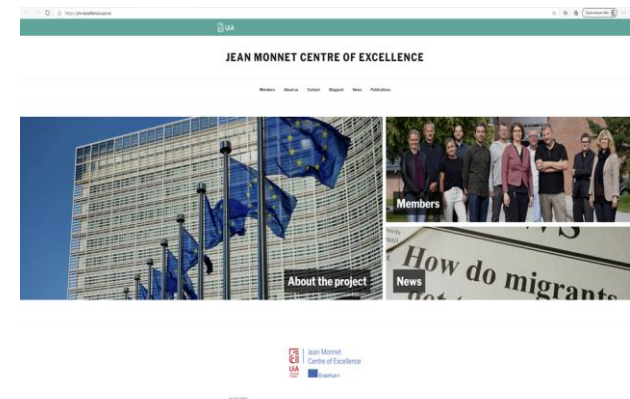
- A single market for knowledge – the European Research Area
- Link knowledge-related policy with that for cohesion and social welfare
- Make ERC a **'science hub' for Europe** (core institution of ERA)
- Adapt educational **curriculum & standards** to fast-pacing jobs
- Support inspiring **interdisciplinary Grand Projects** (e.g. sustainability)
- Set ambitious global goals and positions for global problems

Thank you for your attention!

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Governance and leadership in the public sector (GOLEP research group)

<https://www.uia.no/en/research/samfunnsvitenskap/governance-and-leadership-in-the-public-sector>