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Lifelong Learning

Contributions to this issue of the *EUI Review* focus on the many dimensions of 'Lifelong Learning'. In the opening article, Odile Quintin, former Director General of DG Education and Culture and now Special Advisor to the European Commission, lays out the conditions which gave rise to the notion, and elaborates the aim, scope and prospects of the European Lifelong Learning strategy. Sacha Garben in turn takes a hard look at the conflicting economic and social goals present in European education policy, and discusses the consequences for the European public. Inequalities in educational outcomes and opportunities are the respective foci of sociologists Fabrizio Bernardi and Stan van Alphen, who discuss recent research on the topic. In two separate articles on innovative professional training activities at the EUI, Ernesto Bonafé and Ignacio Pérez-Arriaga from the Florence School of Regulation and Silvia Dell'Acqua from the Global

Governance Academy discuss lifelong learning curriculae in the fields of energy regulation and global governance. This issue also relates the stories of a number of EUI 'lifelong learners'. Leigh Hancher and Peter van den Bossche discuss the many directions this has meant for their respective career paths, and EUI researchers Sebastian van de Scheur and Igor Chabrowski recount their experiences away from the Institute as participants in the Erasmus programme. In a new set of features in the alumni section, Julian Lindley-French, Síofra O'Leary, and Martin Westlake discuss their careers 'Out of the Tower'.

Finally, we bid a sad farewell to Peter Mair, our friend and colleague, who died tragically this summer. Peter was associated with the EUI almost from the very beginning, and recently took on the challenging role of Dean of Graduate Studies. His passing is a huge loss both to the Institute and to European political science. ■

Life long learning

L'apprentissage tout au long de la vie : un credo européen

Conseiller spécial de la Commission européenne,
professeur à Sciences Po Paris et à l'ESCP Europe | **Odile Quintin**

« La notion d'apprentissage tout au long de la vie s'est affirmée progressivement au cours des deux dernières décennies du XXe siècle pour devenir un credo universel et martelé par tous au début des années 2000 ... »

L'apprentissage tout au long de la vie : « *life long learning* » est depuis plusieurs années un paradigme européen.

Certes l'importance de l'éducation et de la formation est, depuis des décennies, un credo incontesté.

L'éducation est depuis longtemps au centre du progrès social et a été le moteur de « l'ascenseur social » pendant tout le XXe siècle en Europe quels que soient les clivages politiques. L'objectif d'égalité des chances passait par l'éducation et la formation, et cette priorité se retrouve actuellement clairement affichée dans les pays émergents et dans les pays en développement. L'éducation et la santé restent d'ailleurs les grands pôles de l'aide européenne au développement.

Mais ce n'est que beaucoup plus récemment que s'est développé le concept d'apprentissage tout au long de la vie.

L'émergence du concept : une nécessité qui s'est imposée

La notion d'apprentissage tout au long de la vie s'est affirmée progressivement au cours des deux dernières décennies du XXe siècle pour devenir un credo universel et martelé par tous au début des années 2000, sous la pression conjuguée de plusieurs facteurs étroitement corrélés.

L'évolution démographique

Le vieillissement de la population entraîne à la fois la nécessité pour l'économie d'une population active bien formée et le besoin pour les individus d'adapter constamment leurs connaissances sur une durée plus longue.

Le développement technologique et en particulier celui des technologies de l'information

La rapidité des technologies oblige tous les individus, quel que soit leur âge, à s'adapter aux nouvelles tech-



niques et aux nouveaux moyens notamment, mais pas seulement, informatiques.

La « fracture numérique » est l'un des risques majeurs de nouvelles inégalités, générationnelles et sociales.

L'évolution du marché du travail

L'emploi a fondamentalement changé, les carrières linéaires « l'emploi à vie », même dans les pays où il était la règle comme le Japon ont disparu. Les parcours professionnels sont de plus en plus morcelés. Les individus doivent constamment mettre à jour leurs qualifications et acquérir de nouvelles compétences sous peine de risquer l'exclusion du marché du travail.

L'adaptabilité du marché du travail, prônée à la fin des années 1990, est devenue la « flexicurité » de maintenant. L'approche est claire, la flexibilité est nécessaire pour répondre aux besoins et changements très rapides de l'économie et de la technologie, mais elle doit avoir pour contrepartie de nouvelles sécurités mieux adaptées : la protection sociale d'une part, l'apprentissage tout au long de la vie d'autre part. À la thématique du « gilet pare-balles » que constitue la protection contre le licenciement se substitue peu à ►►

- ▶ peu celle de la «bouée de sauvetage» incarnée par la formation permanente. C'est ce qu'ont mis en place depuis déjà longtemps certains pays nordiques comme le Danemark.

La mondialisation

Une économie mondialisée, la concurrence qu'elle entraîne et l'extrême rapidité des changements et de la circulation de l'information font du coût et des compétences les moteurs de la compétitivité.

Ce n'est évidemment pas sur des coûts de main-d'œuvre très bas que les pays européens peuvent et doivent fonder leur compétitivité, mais sur l'innovation et les compétences, ces dernières devant être adaptées et mises à jour en permanence.

La société de la connaissance

L'Europe a donc fait le pari de la société de la connaissance basée sur le triangle éducation/recherche/innovation. *The knowledge triangle* se retrouve décliné dans toutes les déclarations stratégiques européennes depuis 2000 et fait l'objet de nombreuses initiatives nationales, régionales¹ et européennes.

Il faut avouer que le maillon faible du triangle a longtemps été l'éducation, et que tout de suite après l'affirmation solennelle des trois composantes du triangle, le discours – et surtout les actions – se sont concentrés essentiellement sur la recherche et l'innovation. Ce n'est que récemment, dans certaines initiatives comme la création de l'Institut européen d'Innovation et Technologie (EIT), ou dans des stratégies politiques (Europe 2020), que l'apprentissage tout au long de la vie a pris toute sa place au même titre que les deux autres piliers du triangle.

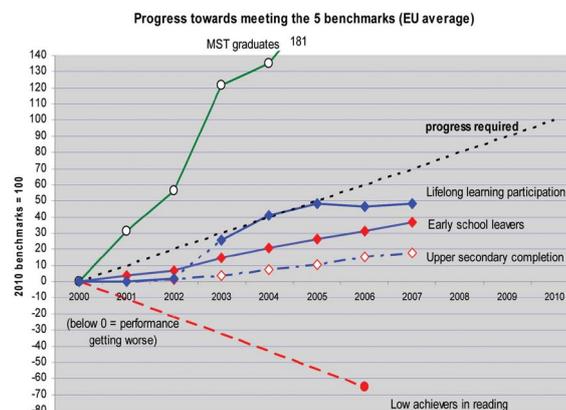
La stratégie européenne de l'apprentissage tout au long de la vie

C'est en 2000, avec l'adoption, par les chefs d'États et de gouvernements de l'Union européenne, de la stratégie de Lisbonne: croissance, compétitivité, emploi dans une société de la connaissance, que le concept de *life long learning* a été érigé en un objectif stratégique européen et intégré dans une approche holistique.

Pour la première fois l'éducation – thème traditionnellement tabou dans le débat européen pour des motifs liés à la primauté de la compétence nationale, voire régionale (Allemagne, Belgique) sur ce sujet – s'est affirmée comme une priorité de la coopération/coordination européenne.

Dans la foulée est adopté un programme de travail «Éducation et Formation 2010» fixant des objectifs quantifiés et un suivi et un échange européen de bonnes pratiques sur les avancées dans les différents pays. Dans ce contexte, les pays de l'UE se sont engagés à adopter des stratégies nationales d'apprentissage

tout au long de la vie, et parmi les objectifs fixés, figurait la participation des adultes à la formation tout au long de la vie (12 % en 2010). C'est un domaine où il y a eu des progrès notamment dans certains pays qui en avaient fait une priorité (par exemple la Slovénie), mais l'objectif prévu n'a pas été atteint en 2010.



Source: European Commission, SEC (2008) 2293

Le «Cadre stratégique Éducation et Formation 2020» qui est la transcription précise de la stratégie Europe 2020 (suite de la Stratégie de Lisbonne), reste fondé sur l'objectif visant à «faire en sorte que l'apprentissage tout au long de la vie devienne une réalité». Il se décline autour de trois grands objectifs: efficacité/excellence, cohésion sociale/égalité des chances, innovation/créativité.

Des objectifs chiffrés, moins nombreux, ambitieux mais réalistes incluent notamment la participation des adultes à l'éducation et à la formation (15%). Par ailleurs pour la première fois est introduit dans l'objectif de l'éducation et de la formation le thème de l'employabilité.

En parallèle d'ailleurs la stratégie européenne de l'emploi a depuis 1998 affirmé les objectifs d'employabilité et d'adaptabilité qui reposent largement sur l'apprentissage tout au long de la vie.

Dans le cadre de la stratégie Europe 2020, les priorités en matière d'emploi se concentrent sur la «flexibilité» (cf. supra) et les qualifications/compétences.

Le programme européen «Apprentissage tout au long de la vie»

L'Europe a connu plusieurs programmes en matière d'éducation et de formation, axés sur des thèmes et domaines spécifiques. Ils se sont concentrés essentiellement sur la mobilité, les échanges, l'innovation et l'enseignement sur l'intégration européenne. Le plus connu est le programme Erasmus d'échanges d'étudiants (lancé en 1987 et qui aurait dû atteindre 3 millions d'étudiants en 1993), mais de nombreuses

« S'il est clair que l'apprentissage tout au long de la vie est partie intégrante du discours politique, des priorités affirmées à tous les niveaux et d'une approche qui se veut holistique et intégrée de la compétitivité et de la solidarité, la réalité sur le terrain est plus contrastée ... »

- ▶ actions se sont développées au fil du temps sur la formation professionnelle, l'école, la formation des adultes, l'enseignement sur les questions européennes² ou des thématiques transversales (*e-twinning*, *e-learning*).

En 2005 une étape importante a été franchie, visant à lier les programmes financés par l'UE à la stratégie politique qu'elle avait adoptée à Lisbonne. Le programme en cours 2006/2013, doté de 7 milliards d'euros, s'intitule en effet: «Apprentissage tout au long de la vie» / *Life long learning programme* et inclut l'ensemble des initiatives concernant l'école (Comenius), les universités (Erasmus et Erasmus Mundus), la formation professionnelle (Leonardo da Vinci), l'éducation des adultes (Grundvig), l'enseignement européen (Jean Monnet), des actions thématiques et transversales, et le soutien à la coopération politique susmentionnée.

C'est donc pour la première fois une approche holistique qui a été adoptée pour le financement communautaire.

Le processus de Bologne et l'Espace européen de l'enseignement supérieur (EHEA)

Le concept d'apprentissage tout au long de la vie est maintenant intégré dans le processus de Bologne (qui s'étend bien au-delà des pays de l'UE).

Sur le plan politique ce concept se retrouve dans les communiqués adoptés par les Ministres responsables de l'enseignement supérieur lors de leurs rencontres régulières, et depuis 2008, dans la charte adoptée par l'Association européenne des universités: *EUA charter on life long learning*.

Après de longues discussions, cette charte inclut nombre de notions s'inscrivant dans le concept global d'apprentissage tout au long de la vie (par exemple, mise à jour des compétences, accès des adultes, toucher ceux qui n'ont pas eu accès à un enseignement supérieur initial, formation continue pour des besoins spécifiques, etc).

Clairement, les universités, à des degrés divers et pour des motifs variés (démographiques, économiques et financiers, réponses à la demande des entreprises et aux besoins du marché du travail), commencent à s'engager, dans l'apprentissage tout au long de la vie.

L'assurance qualité, pièce maîtresse du processus de Bologne, voit aussi se développer quelques initiatives

autour de la reconnaissance de la formation antérieure. Citons, par exemple, les Pays-Bas, l'Angleterre et le Pays de Galles où plusieurs systèmes d'accréditation répondent à cet enjeu.

Mais il s'agit bien souvent d'initiatives limitées et laissées à la responsabilité de chaque organisation.

Où en est-on ?

Il est difficile à ce stade de dresser un bilan précis même si beaucoup d'études et d'analyses ont été menées sur ce thème.

S'il est clair que l'apprentissage tout au long de la vie est partie intégrante du discours politique, des priorités affirmées à tous les niveaux, et d'une approche qui se veut holistique et intégrée de la compétitivité et de la solidarité, la réalité sur le terrain est plus contrastée aussi bien en ce qui concerne les stratégies nationales, la mise en œuvre du programme européen, les développements au sein des universités, et les actions des entreprises.

Les stratégies nationales d'apprentissage tout au long de la vie

Certains pays ont adopté une stratégie intégrée dans un seul document politique. C'est le cas par exemple de la Hongrie, de la Belgique (région flamande), de l'Allemagne, du Danemark, de l'Estonie, de la Finlande, de la Lettonie, de la Lituanie ou de la Slovaquie. D'autres pays comme la France, le Portugal ou l'Espagne ont intégré ce concept dans plusieurs lois ou programmes.

Des adaptations ont également été faites dans les programmes d'études, incluant plus de flexibilité dans les parcours de formation (Danemark, Finlande, Allemagne). Dans certains pays, l'accent a été mis sur l'accès aux « apprenants » non traditionnels, à travers des universités ouvertes, avec des mesures d'incitations financières (Pays-Bas, Royaume-Uni).

La reconnaissance de la formation antérieure est également un mécanisme important pour élargir la participation aux étudiants non traditionnels. Bien entendu dans ce contexte la validation des compétences et la reconnaissance de l'éducation non formelle sont des enjeux majeurs.

La mise en œuvre du programme européen

Le programme intégré « Apprentissage tout au long de la vie » va arriver à son terme. Il a permis d'indéniables ▶▶

- progrès dans une approche holistique et stimulé des rencontres entre les différents acteurs de l'éducation et de la formation.

En même temps les spécificités des différents domaines et actions concernés sont restées déterminantes, et les défenseurs de chacun des « sous-programmes » déterminés à défendre leur territoire : qui de camper sur « son Comenius » ou « son Leonardo », que ce soit au niveau des différentes structures d'éducation et de formation, des fonctionnaires en charge des programmes, voire des politiciens attachés à leur domaine de prédilection.

Ceci n'a pas empêché quelques initiatives parfois surprenantes, même si intéressantes. Des « Erasmus » ont fleuri de partout (l'Erasmus des apprentis, en réalité partie de Leonardo), l'Erasmus des entrepreneurs, de la culture; on a même évoqué un Erasmus des militaires...

Néanmoins, nombre d'initiatives ont permis de mieux rapprocher des mondes traditionnellement éloignés, voire opposés : celui des universités et de la formation professionnelle, de l'éducation et de l'emploi, des universités, des écoles et de l'entreprise.

Les universités

Des initiatives, souvent encore timides, se développent dans nombre d'universités européennes.

La formation des adultes est déjà bien ancrée dans les universités américaines, plus habituées aux relations suivies avec les entreprises. Ainsi à titre d'exemple Harvard a développé un certain nombre d'actions destinées aux adultes et à la formation continue, souvent assorties de moyens électroniques et de formation à distance.

Les universités européennes s'investissent peu à peu dans ce domaine. Déjà bien présente dans des pays comme la Finlande, la formation des adultes se développe peu à peu un peu partout, mais reste encore marginale, peu intégrée dans le *mainstreaming* de la vie universitaire et souvent ponctuelle. Considérée trop souvent comme une réponse liée à la situation économique et financière, elle est encore parfois regardée avec un certain dédain.

Les entreprises

Les entreprises, souvent très critiques des institutions d'éducation et de formation, investissent peu, à certaines exceptions près, dans la formation continue.

Même dans les pays où la formation continue est obligatoire (comme la France où elle doit constituer 1% de la masse salariale), elle est loin d'être systématique et la tendance n'est pas à son accroissement mais plutôt dans le contexte économique et financier actuel à sa diminution, y compris dans les pays où elle est de tradition comme en Allemagne.

Seulement 1,6% des travailleurs bénéficient d'une formation continue en entreprise en Europe et ce sont le plus souvent les plus qualifiés.

Les entreprises traditionnellement méfiantes à l'égard du monde de l'éducation développent peu à peu, et souvent avec succès, des partenariats avec les universités et les organismes de formation. Les relations avec les universités sont bien ancrées dans certains pays comme les pays nordiques où le Royaume-Uni. L'Allemagne et l'Autriche connaissent pour leur part des liens très étroits entre le monde de l'entreprise et celui de la formation professionnelle.

Mais là encore les partenariats ne sont pas systématiques : on est plutôt au stade des bonnes pratiques individuelles.

C'est dans ce contexte que la Commission européenne a lancé un forum « Université/Entreprise » qui s'étend d'ailleurs progressivement à l'école.

Il faut ajouter également que les individus eux mêmes ne sont pas facilement mobilisés pour se former régulièrement, notamment les salariés. C'est d'ailleurs pourquoi le concept de *life long learning* implique une approche de *learning to learn*, « apprendre à apprendre ». La mentalité d'apprenant permanent est loin d'être acquise.

Dans ce contexte, des accords entre partenaires sociaux sur la formation qui se développe dans de nombreux pays et au niveau européen, et dans des secteurs ou branches professionnelles, sont un bon vecteur du changement.

Enjeux et perspectives

Une application systématique du concept d'apprentissage tout au long de la vie aurait des conséquences très étendues et pourrait entraîner des changements profonds dans les comportements sociaux et le fonctionnement des institutions.

Elle devrait conduire à la « défragmentation » de nos systèmes éducatifs, en particulier à un rapprochement des mondes de l'éducation et de la formation, à tous les niveaux, et au développement plus systématique de passerelles.

Est-il possible de maintenir, dans un environnement qui change constamment, des filières imperméables qui empêchent des individus de s'adapter à la demande? Je me rappelle de la remarque fort judicieuse d'un ancien Secrétaire général de la Commission européenne – et par la suite Président de l'Institut européen universitaire de Florence – recrutant un brillant jeune professeur d'université britannique spécialiste de l'histoire de la Chine : « S'il a compris la complexité de l'époque des Ming, il peut parfaitement maîtriser les arcanes des institutions européennes. »



« L'apprentissage tout au long de la vie est un enjeu majeur actuel mais dont la mise en œuvre vise le long terme. Est-il compatible avec la tentation du « court-termisme » ? »

- ▶ L'apprentissage tout au long de la vie devrait conduire par ailleurs à une politique de validation des compétences qui ne serait plus liée aux seuls diplômes, mais intégrerait l'expérience sous toutes ses formes.

Elle est un enjeu particulier pour les universités dans une période où la conjugaison des défis sociétaux, de l'évolution démographique, de l'accélération technologique, de l'évolution du marché du travail et des contraintes budgétaires les obligent à repenser leur rôle, leur mission et leurs modalités de fonctionnement. Peut-on encore concevoir des universités qui n'intègrent pas la formation des adultes et des apprenants non traditionnels dans leur stratégie ?

L'apprentissage tout au long de la vie est un décloisonnement vertical (étapes de la formation) et horizontal (types de formation), seul susceptible de répondre à la complexité de la société et de l'économie à venir. Les individus, comme apprenants permanents « du berceau jusqu'à la tombe » verraient ainsi leur parcours de vie profondément modifié.

Si le discours politique ambiant sur ce thème prend réellement corps, cela implique des choix difficiles sur les priorités budgétaires : *life long learning*, recherche, innovation (Rappelons à cet égard la décision de la Finlande lors de sa période de récession de la fin des années 80 – début des années 90 de se concentrer sur ces trois priorités).

Les discussions sur les prochaines perspectives financières de l'UE – passablement difficiles – seront une bonne indication. Si la Commission a courageusement donné corps à son engagement en proposant une augmentation substantielle du budget actuel (modeste) sur l'apprentissage tout au long de la vie, qu'en sera-t-il du Conseil et du Parlement européen ?

Et bien entendu, qu'en sera-t-il dans les différents pays tous confrontés aux contraintes budgétaires ?

L'apprentissage tout au long de la vie est un enjeu majeur actuel mais dont la mise en œuvre vise le long terme. Est-il compatible avec la tentation du « court-termisme » ?

Deux acteurs seront déterminants pour favoriser cette mutation profonde des politiques et des comportements.

Les universités, fortes de leur autonomie garante de leurs qualités, peuvent être le moteur de cette transformation si elles saisissent l'opportunité sociétale et économique d'un engagement plus systématique dans la formation de publics non traditionnels et en

particulier des adultes. Elles seront l'assise de la qualité de cet apprentissage renouvelé.

Les entreprises, demandeuses de personnel qualifié, devraient investir d'avantage dans la formation. C'est une clé de la motivation de leur personnel et de leur compétitivité. Et bien entendu le partenariat organisé entre ces deux mondes, jadis étrangers et méfiants, devrait être le mécanisme permettant d'assurer que l'apprentissage tout au long de la vie devienne la règle au même titre que la scolarisation obligatoire.

Des initiatives vont dans ce sens, mais comme toujours en politique, l'enjeu est de passer de bonnes pratiques isolées à leur systématisation, d'une vision à court terme à des stratégies durables et d'approches fragmentées à une politique d'ensemble. ■

Notes

1 Citons à titre d'exemple le développement du pôle de Cambridge au Royaume-Uni, des pôles de compétitivité en France, de l'*Excellenz Initiative* en Allemagne.

2 L'Institut universitaire européen est partiellement financé par le budget de l'action Jean Monnet.

The Bologna Process and the Lisbon Strategy - Reflecting on the Economisation of Higher Education

Fellow in Law, London School of Economics | **Sacha Garben**

Over the past decade, the European higher education sectors have been subjected to an unprecedented amount of reforms. Many of these changes are the consequence of the Bologna Process, which introduces a common Bachelor-Master-Doctorate system in the participating countries with a view to increasing the employability of the European citizen and the international competitiveness of Europe as a whole. The second source of impact is the EU's Lisbon Strategy, with its ambition to make Europe the world's most competitive knowledge economy. Through the new mode of governance that is the Open Method of Coordination (OMC), the European Commission works together with the Member States in setting targets and benchmarks, such as diminishing the amount of early school leaving, in order to achieve the Lisbon objectives. 'Lisbon' and 'Bologna' increasingly converge, most notably through their common use of the OMC, which is not surprising as they are both part of the same momentum. Within this momentum, education seems to be regarded almost exclusively as an economic commodity.

The fact that something about these developments does not sit well with the European public is illustrated by the persistent protests and demonstrations that have taken place all over Europe between 2005 and 2010. Students and teachers, the intended beneficiaries of increased intra-European mobility, seem to have turned *en masse* against the surge of Europeanization. Although the protesting crowds are perhaps not always consistent in what they are protesting against, for sometimes it is the EU, sometimes the Bologna Process, and sometimes their national government, it might be possible to distil a common objection against many of the reforms that the education sectors of the Member States have seen over the past years. The general sense seems to be that despite all the political high talk about how imperative education is for contemporary societies, the sector and its people are continuously subjected to cutbacks and downsizings, and increasing demands for economic efficiency. In that sense, it is probably more the economisation than the Europeanization of higher education that is objected to, but there is some truth in conflating the two.

The Bologna Process carries a distinct economic flavour, as does the education policy of the EU. The former introduces the Anglo-Saxon model on the



European continent, not only in terms of labels and structures, but arguably also in terms of ideology. The latter has most often dealt with education from an economic perspective, has most recently brought it into the Lisbon Strategy, and the educational rights that have been granted seem to flow more from a labour market logic than anything else. Indeed, the main reason to embark on the structural harmonisation of the European higher education systems through the Bologna Process was to increase the employability of the individual and the competitiveness of Europe on an international scale. And the main purpose of the OMC in education is to fully exploit its potential in the creation of a European knowledge based economy. More and more, the overarching purpose of education in contemporary society is being phrased as an economic one. The economic benefits for both the individual and society at large are constantly stressed and put forward as reasons for increased European-level co-operation. >>

“More and more, the overarching purpose of education in contemporary society is being phrased as an economic one. The economic benefits for both the individual and society at large are constantly stressed and put forward as reasons for increased European-level co-operation.”

- ▶ Although it is true that education is key to economic development and that potentially large gains are to be made by engaging in European-level co-operation in this area, it does reflect a dangerously one-sided perspective on education. Dealing with education matters with a fundamentally economically tainted view is not without consequence. Courses might become increasingly designed to suit the needs of the market (i.e. prospective employers who demand graduates that are fully operational from day one) rather than to instil students with knowledge for the sake of individual and academic progress, turning university education into vocational training. It might equally threaten the existence of less economically viable disciplines such as history, archaeology and philosophy to the benefit of law, economics and business studies. In addition, the Bologna Process, but also the European Commission, encourages the autonomy of higher education institutions vis-à-vis their national governments. Autonomy could be deemed desirable from an academic perspective, but its potential economic implications should not be underestimated. It might mean less meddling from the government, but that usually also comes at the price of less government funding. This in turn implies increased reliance on funding from other sources, such as the private sector, and although that might seem necessary from the viewpoint of saving public funds in the current economically challenging climate, it does raise concerns about the independence and objectivity of research and education.

It is in the first place the Member States who prove so keen to economise higher education. They promote this approach in their capacity as Member States of the EU, most particularly via the Council and its Lisbon Strategy, and they do so outside the EU framework, most notably in the context of the Bologna Process. Nevertheless, the EU institutions also play their part. The European Commission seems so keen to fully exploit the responsibility and power that it has finally acquired in this field that it does not question the Member States in their policy decisions. It faithfully plays its part in promoting closer ties between business and education, in promoting autonomy for higher education institutions and in arguing for efficiency and target-setting in education. Furthermore, the European Court almost limitlessly applies the in-

ternal market freedoms to educational actors and their activities. All this simply does not seem to respect the fact that, in education, considerations that are not economic—and that might very well be at odds with economic efficiency—play an important role.

Although there might be legitimate reasons to choose the economic approach, there should be an open discussion about this with the public at large. Perhaps there is majority support for taking higher education in this direction, but it could also very well be that there is not—as is indicated by the aforementioned protests. In this sense, it is suspicious that the two developments that are responsible for most of the recent economisation of higher education, to wit the Bologna Process and the Lisbon Strategy, both share grave concerns with regard to their undemocratic and unaccountable nature. As forms of soft law, they are not legally binding and hence less subject to political review, and not at all subject to legal review. In all these imperative developments, the role of the national parliaments, and that of the European parliament, has indeed been conspicuously limited.

It is quite possible to aspire to a strong and unified Europe with an active role in education policy, for non-economic reasons. Knowledge dissemination, cultural exchange, bundling of intellectual forces, achieving a better allocation of intellectual resources, creating centres of excellence, honouring Europe's intellectual heritage and many other reasons could support the case for a strong Europe in education affairs, without making this contingent on an economic dimension. In fact, there can be fruitful interaction between the economic and the social goals. From this point of view, it is unfortunate that a stronger legal basis for the development of a true European education policy is lacking. The absence of fully-fledged EU competence in this field compels EU institutions to approach education more indirectly and narrowly, via the internal market. Although it would therefore be desirable to amend Art 165 TFEU, it is highly doubtful that the Member States would ever support such a development. On the record, they might argue that doing so would impinge too much on their educational autonomy. Off the record, it seems that they do not object to the Europeanization and economisation of education, but that they object to doing so by more accountable and democratic means. ■

Sacha Garben defended her thesis *Harmonisation by Stealth: The Bologna Process and European Higher Education Law in 2010*, in the Law Department of the EUI.

Training Practitioners and Policy Makers: The Florence School of Regulation

Training Coordinator for 'Energy', FSR | **Ernesto Bonafé**

Training Director for 'Energy', FSR | **Ignacio Pérez-Arriaga**

Training courses at the Florence School of Regulation (FSR) are building on a new concept beyond university education: life-long learning. Trainees at the FSR hold degrees in economics, engineering, law, political science and communication; many hold master degrees and some have Ph.D.s, and all have been working in the field of energy for at least a few years. Yet they feel their daily work needs to be complemented with a fresh academic perspective and they wish to broaden their international scope. Practice needs to be inspired by theory and other experiences. For this reason, since 2004 hundreds of energy professionals worldwide have come to the Badia Fiesolana to receive training at the FSR.

The FSR is a partnership between the Robert Schuman Centre for Advanced Studies and the Council of the European Energy Regulators (CEER), and it works closely with the European Commission. Training activities have been core to the FSR from its very start. Through its comprehensive approach to the energy sector, the FSR now provides a forum for policy decision makers, regulators, business managers and researchers to discuss regulatory concepts, disseminate best practices, anticipate new challenges and develop a common 'regulatory language' or 'regulatory culture', as well as norms of accountability and democratic legitimacy.

The FSR was established following the liberalisation of the electricity and gas markets in the EU. The first energy package in the 1990s opened up national monopolistic industries to competition. Member States were required to unbundle vertically integrated companies and to apply different



Ernesto Bonafé



Ignacio Pérez-Arriaga

regimes to competitive (production and retail) and monopolistic activities (transmission and distribution). The supervisory function was mostly delegated to national regulatory authorities (NRAs), new independent and technical entities in the administrative systems of many European countries. Even if the purpose of the directives was to create an internal energy market, they neglected to cover issues concerning cross-border trade. NRAs spontaneously reacted to overcome the lacunae, which led in 2000 to the establishment of the CEER, a non-profit organisation based in Brussels and governed by Belgian law. At the same time energy stakeholders, regulators and industry representatives were meeting for the Gas Forum, in Madrid, and the Electricity Forum, in Florence, to discuss the new challenges facing the energy sector. The idea to create the Florence School of Regulation emerged from the gatherings of the Florence Forum.

The second energy package of 2003 made it mandatory for Member

States to designate NRAs; it included two new regulations dealing with access conditions to cross-border networks, and it provided the bases for the Commission Decision establishing the European Regulatory Group of Electricity and Gas (ERGEG), giving a formal advisory role to the CEER. This set the stage for solid cooperation among national regulators, providing the conditions under which it could grow and flourish. The training courses of the FSR accompanied this process. The content of the training touched directly on the regulation of energy markets: principles and models of regulation; functioning of wholesale energy markets, power exchanges and bilateral contracts; network access, tariffs, investments and remuneration; service quality regulation; retail markets; competition; consumer protection; legal and institutional reforms, and so on. Today, staff of national regulatory authorities from across Europe, officials of the EU institutions, and staff of energy utilities (generous donors to the FSR) attend the training courses on the EUI premises. They are all ►►

- ▶ concerned with the same regulatory issues, apply the same principles and deal with the same rules according to their national specificities. They see Florence as the renaissance capital of energy regulation!

The flagship training activity is the annual residential and e-learning course on regulation of energy utilities. It is structured in three blocks. Block I consists of a five-day intensive course in Florence to introduce the contents of FSR annual training and to build a working team among the course participants and instructors. Block II develops on-line for seven months, during which regulatory principles are studied in-depth with a well-structured and flexible e-learning method. Block III, in Florence, is devoted to the discussion of applied case studies, the presentation of additional topics of interest, the simulation of an electricity market, and a final one-day workshop on energy and sustainability. The seven-month long e-learning segment is certainly the most innovative element of the annual training course. It contains fifteen modules, each of which is studied over a two week period, using written materials specifically adapted to e-learning training, along with a selected bibliography. Activities include self-assessment tests, short questions and assignments on major topics. All work is closely supervised, encouraged and evaluated by the instructor of each module. In each module there is a highly interactive forum, in which participants from many countries share their views on respective national experiences. The different backgrounds of participants reflect the interdisciplinary approach needed to regulate energy markets.

There is a strong demand for training, and it follows new milestones in the energy sector globally. At the top of the EU agenda is a sustainable, efficient and secure energy policy, which is underpinned *inter alia* by the third energy package of 2009, the next

infrastructure package, and the setting up of a European Agency for the Cooperation of Energy Regulators (ACER). On the other hand, the Arab Spring has given new momentum to the Association of Mediterranean Regulators of Electricity and Gas, which requires the FSR to hold training courses on the integration of energy markets. The nuclear accident in Fukushima and the decision of the German government to phase out nuclear energy have increased the importance of gas and renewable energy sources for electricity production. In this regard, the FSR aims to meet the needs of regulators and the industry by keeping its advanced training course on the regulation of gas markets and by launching a series of executive seminars. The first of these covered the regulation of electricity systems with a high penetration of generation based on renewable energy sources. Moreover, a new summer school on energy policy and EU law, begun in June 2011, now complements the traditional summer school on regulation of energy utilities. New training projects target specific countries such as Brazil, Russia and India. The global dimension of the FSR is ensured by its role in managing the International Energy Regulatory Network (<http://www.iern.net>).

Quality is the hallmark of FSR training courses. Instructors are prominent professors, energy experts and former or current regulators. Here we can only refer to a few of them: Jean-Michel Glachant (Director of the FSR and RSCAS Loyola de Palacio Chair); Pippo Ranci (Professor, Catholic University of Milan, former Director of the FSR, former President of the the Italian Regulatory Authority for Electricity and Gas, former Co-founder and Vice-president of the CEER); Ignacio Pérez-Arriaga (Energy Training Director of the FSR; Professor, Comillas University and MIT; former Commis-

sioner at the Spanish Electricity Regulatory Commission and independent member of the Single Electricity Market Committee of Ireland); Jacques de Jong (Professor, Clingendael Institute; former Director of the Dutch Office for Energy Regulation; Co-founder of the CEER); Jorge Vasconcelos (Professor, MIT-Portugal; former President of the Portuguese Energy Regulatory Commission, former President of the CEER); Alberto Pototschnig (Director of the ACER); Tomás Gómez (Professor, Comillas University and Commissioner at the Spanish Energy Regulatory Commission) and Leigh Hancher (Professor, University of Tilburg, Of Counsel at Allen & Overy). With regard to the organisation of the training courses, the outstanding support by the Conference Unit of the RSCAS must be noted.

The FSR's success with energy training has led to similar initiatives in the telecommunications and media areas of the FSR, and the results have been promising. As soon as the transport area of the FSR is settled, training activities will start there, as well. Sound and effective market regulation is compulsory in a global economy under continuous threat of collapse. Experience shows that, these days, markets tend to turn wild. While the adoption and constant refinement of regulation can diminish such instability, that in turn depends on the life-long learning opportunities for the players involved. ■

Ernesto Bonafé defended his thesis *Towards A European Energy Policy: Resources and Constraints in EU Law* in 2010, in the Law Department of the EUI.

From Research to Policy to Market

Professor of European Law, University of Tilburg; Of Counsel, Allen & Overy;
Coordinator of the FSR's 'Energy Law and Policy Area' | Leigh Hancher

The invitation to me to contribute to this issue of the *Review*, dedicated to the topic of lifelong learning was probably motivated by my own career path. This is certainly reflected in the title which I was given for the piece. I began my research career at the EUI in its very early days, continued life as an academic for some years, managed to contribute expertise on some key policy developments, and then went into the market—having sold my soul to the legal profession. There has been a considerable—indeed—continuing process of learning along the way. And now the circle comes round again. Having begun my lifelong learning career at the EUI as a researcher, I am now actively involved in the Florence School of Regulation and its educational programme, described in all its glorious detail in Ernesto Bonafé's contribution.

I was lucky enough to enrol at the EUI when it was a very small institution, confined to the walls of the Badia, and at a time when there was a generally anarchic approach to learning. Students could drift around between seminars and conference events when and as they pleased. There were few formal requirements to prove annual performance and progress. For a new graduate from a Scottish black letter law course, the Institute opened up entirely new horizons, and it was undoubtedly due to the ease with which we could participate in—or at least eavesdrop on—high level economics and political science conferences that stimulated me to broaden my own legal research and to become more at home in an inter-disciplinary world.

During those years the law department already ran a number of impressive projects, and I became actively involved in Professor Terence Daintith's energy law and policy project. This in turn provided me with an incredible opportunity to research and follow the rapid evolution of an area of European law and policy that has evolved from a political no man's land and legal backwater in the early 1980s into what has become one of the most innovative and challenging and indeed fast-moving areas of current EU activity.

On the policy front, having acquired a modicum of expertise, it is of course not difficult to jump on this type of a bandwagon as a consultant. Once the Commission started rolling out its 'internal energy market' exercise in earnest to meet the Delors' deadline of 1992, thanks to my time as researcher at the EUI, I was in the enviable position, of having a near monopoly on European energy law expertise. And so to market. Unable to resist the temptation to exploit the

lack of competition to its full I took up an offer from one of the many US law firms which descended on Brussels in the run up to the 1992 single market exercise to join as 'Of counsel'. This useful American term for a sort of special advisor which has been exported to Europe covers a multitude of sins but it is certainly a useful way for academics to join law firms on a part-time basis. That brought me into the next phase of my own lifelong learning experience. However the added value of a

special adviser is usually that she continues to research into new legal issues and to provide the rest of the firm and its clients with the requisite early warning signals. Research and market can be profitably combined even if keeping several busy jobs going at once is not necessarily everyone's cup of tea. Direct involvement in complex cases provides great material for teaching and certainly sharpens academic insights. It also can offer useful practical insights into when and why policies work and when and why they do not.

It is also undoubtedly thanks to my inter-disciplinary EUI background that I was appointed to advise the Dutch cabinet on policy issues. The Netherlands is quite unusual in that it set up a government funded, but independent think tank—the WRR (Wetenschappelijke Raad voor het Regeringsbeleid)—in the late 1970s to advise the Dutch cabinet and provide it with longer term policy visions on whatever subject it deems appropriate. I spent a fascinating term on the WRR and was involved in various reports covering a myriad of issues ranging from Islamification to climate change to innovation policy.

My current involvement with the FSR and its ambitious 'Energy Law Area' is an ideal way to combine all three strands of what now, some thirty two years after first enrolling at the Badia seems like a long career—and a career of life long learning—in energy research, policy and markets. ■

Leigh Hancher began doctoral studies at the EUI in 1979, and completed her Ph.D. at Leiden University.



Beware the Golden Cage!

Professor of International Economic Law, Maastricht University, and
Member of the Appellate Body of the WTO | **Peter Van den Bossche**



national trade disputes. Established in 1995, it is now arguably the busiest of all international courts adjudicating state-to-state disputes.

Almost 30 years ago, in 1982, I started my professional career at the EUI as one of Joseph Weiler's first doctoral students. My doctoral research focused on the legal aspects of EU food aid to developing countries and took much longer to complete than would be allowed under the current EUI rules. I defended my thesis in 1990. The main reason for the delay was that, with the exception of the first and third year, I spent much of my time doing other things, including a 7-month internship at the European Commission, a one-year master programme at Michigan Law, a ten-month stint as a humble corporal in a stormtroopers battalion of the Belgian army, and two-and-a-half years as research coordinator at the EUI. While this was not always clear to me at the time, each and every of these experiences served me well in my later career. My long internship at the European Commission allowed me to experience life at the cramped Berlaymont building (long before its renovation when it still housed most of the Commission's services) and made me realize that I did not want to become a Eurocrat (which was at the time a likely career choice). At Michigan, John Jackson introduced me to international trade law which was for me at the time *terra incognita*. My time in the Belgian army and the contact with fellow soldiers, some semi-illiterate, made me aware of the privilege into which I was born. My work as a EUI research coordinator (partly at what would later become the Schuman Center) honed my modest organizational skills. All these activities greatly delayed my doctoral research but I have never regretted any of them.

While I could have stayed at the EUI as a research coordinator for at least another three years and the temptation to do so was obvious, I had decided to move on and away from *la dolce Firenze* once my doctoral thesis was completed. My ambition was to work for an international humanitarian organization but—to my disappointment—all my efforts to find gainful employment in this sector were unsuccessful. Instead my professional career would take a very different, unexpected but not unwelcome turn. Immediately after finishing my doctoral thesis, I became *référéndaire* of Advocate General Van Gerven at the European Court of Justice in Luxembourg. Walter Van Gerven gave me my first opportunity to gain experience at a judicial body. During the two years that I worked at the ECJ, I learned a great deal about European law as well as the

“lifelong learning is essentially about one's willingness to give regularly a new direction to one's career and to seek new professional challenges.”

Few will dispute that lifelong learning is essential to a successful professional career. However, many may disagree with me that lifelong learning is essentially about one's willingness to give regularly a new direction to one's career and to seek new professional challenges. While admittedly more by chance than design, in my career to date I have ventured out of my professional comfort zone a number of times. I have learned and otherwise benefited from this significantly. Perhaps my experience may be of some relevance to others, especially to those wishing to embark on an academic career.

Since December 2009, I have served as the European judge on the Appellate Body of the World Trade Organization (WTO). The Geneva-based, 7-member Appellate Body is the highest judicial body for inter-

▶ process of adjudication and judicial construction. A learning experience that has been of great value to me ever since. However, before leaving Florence for Luxembourg, my then boss at the EUI, Jurgen Schwarze, gave me some excellent advice, which I did not fully understand at the time but which served me very well later. He compared the European (and international) institutions to a golden cage and warned me not to allow the door of this cage to be closed, thus preventing escape when the time had come to move on. Working for European and/or international institutions comes—certainly at the more senior level—with high salaries and considerable prestige. However, I have friends who bitterly regret to have allowed the door of the golden cage to be closed ‘preventing’ them from pursuing a less well-paid, less prestigious but ultimately perhaps more fulfilling academic career when such opportunity presented itself.

Friends and colleagues declared me mad when I accepted in 1992 the modest position of lecturer in European law at Maastricht University (where many EUI alumni started and still start their academic career). While this was a difficult decision at the time, I never had reason to regret it. I got promoted to senior lecturer within a year but more importantly I was given the opportunity to add a new course on international trade law to the curriculum of the Maastricht Law Faculty (long before it became fashionable to offer such course).

I was very content with academic life in Maastricht and quite reluctant to uproot my family (of four by then) once again. Between 1989 and 1996, we had lived in 6 different places and we had finally moved into a house that we had built close to Maastricht. Yet, uprooting my family and moving on was exactly what I did in 1997 when I accepted the position of counsellor at the then newly established Secretariat of the Appellate Body of the WTO in Geneva. The Appellate Body is now referred to as the centerpiece of the WTO dispute settlement system, which itself is considered to be the jewel in the crown of the WTO. However, in 1997, the Appellate Body was still unknown and the WTO dispute settlement system untested. To join the Appellate Body Secretariat at that time was somewhat of a gamble. Working at the Appellate Body Secretariat in the pioneering late 90s turned out to be an experience that was as rewarding as it was demanding. We were understaffed and hugely overworked but on sunny days we felt that we were taking part in the making of international legal history. If I would have known in 1997 how demanding—especially physically—work at the Appellate Body Secretariat would be, I might not have joined the Secretariat. Fortunately, I did not know.

While the Appellate Body Secretariat tripled in size in 2000 and 2001 and I was appointed Acting Director

of the Secretariat in February 2001, I returned to academia in August 2001. Taking a huge pay cut, losing the perks of the diplomatic status of a senior WTO official and leaving a five-window office with a view of Lake Geneva (and with good weather of Mont Blanc), I rejoined the Law Faculty of Maastricht University as professor of international economic law. I escaped from the golden cage for a second time and never regretted it. The experience acquired during the five years at the WTO proved to be very valuable in academia as it allowed me to write several books, among which *The Law and Policy of the World Trade Organization*, published by Cambridge University Press. The third edition of this best-selling textbook will appear in 2012. The experience acquired at the WTO also gave colour (and hopefully also some depth) to my teaching at Maastricht University and elsewhere (with annual intensive courses in Brussels, Berne, Barcelona, Beijing and Macau). From 2002 to 2009, I was very busy with writing and teaching. However, I did not want to lose contact with ‘reality’ and therefore did capacity building activities and contract research for governments and international organizations in 18 countries on all continents. Contacts with trade policy makers and diplomats kept me sharp as an academic, although at a price. At times I was away from home for weeks and I regularly collected 100,000+ air miles per year. Sometimes, there was time for sightseeing but usually I just wanted to get the job done and go home.

Since and as a result of my appointment to the WTO Appellate Body, I had to cut back on many of these activities. Even teaching and supervising doctoral research at Maastricht University has become more of a hobby than a job. While I thoroughly enjoy my work as Appellate Body judge, I miss being a full-time academic. However, I console myself with the idea that I am now—once again—in a period of (often very) intense learning, which hopefully makes me a better judge now and a more inspiring academic later. Lifelong learning is all about regularly giving a new direction to one’s career and seeking new professional challenges. ■

Peter Van den Bossche, an EUI alumnus, defended his thesis *European Community Food Aid as an Instrument for Economic and Social Development and Humanitarian Relief? : Prospects For and Constraints on Further Changes in European Community Food Aid Law* in 1991, in the Law Department.

Inequality in Educational Returns

Professor of Sociology, SPS | **Fabrizio Bernardi**



Higher education yields significant returns in the labour market. Recent estimates show that on average university graduates in the US and EU receive earnings about 90% and 60%, respectively, higher than their secondary school graduates counterparts. There is however considerable variation across EU countries. The earnings premium for university graduates is highest in Eastern European countries, where they earn about twice as much as secondary school graduates, and lowest in Scandinavian countries, where their advantage is about 25%.

There is also solid evidence that the earnings premium has increased dramatically in the US since 1980. A number of influential studies there argue that the sharp increase in the college/high school earning premium is the result of a skill-biased technological change (SBTC) that disproportionately rewards highly-skilled occupations and of the concomitant rise of low-paid service jobs for those who are poorly qualified. The picture is different in the EU where the change in the earnings premium has been much less pronounced and in some countries, such as Italy, there is even evidence of a small decrease. While there are alternative explanations to the SBTC that stress the role of non-market factors (such as a declining minimum wage), or that highlight other institutional features (such as the ongoing expansion of tertiary education in many EU countries) to explain the divergent patterns in the EU and US, space will not allow a discussion of them here. Instead I would like to elaborate on a different issue related to inequality in educational returns that is at the core of social stratification research (and that I am currently addressing in a comparative project).

It has long been shown that people from higher social classes achieve more and better education than people from the lower classes which, then, allow them to get better jobs. It is, however, more contested whether the social class of origin has also a direct influence on labour market success, over and above the mediating effect of one's own achieved education. This direct effect is what is caught by the concept of *inequality in educational returns*.

To make a concrete example, let's consider two men between 28 and 45 years of age in Spain in 2006, with the same level and type of education (let's say a short university degree in management and administration), but differing social origins. The first one (Pepe) comes from a working class family, while the second one (Pedro) has parents who are/were liberal professionals. It turns out from the ongoing research project mentioned above that although they have the same level and type of education, Pedro earns on average about 260 euros a month more than Pepe and his probability of being in the upper class of professionals and managers is 23 percentage points higher than his peer. Moreover, if one compares the last three decades, there is no sign of a decline of this class of origin inequality in educational returns over time.

Social background premia similar to the one exemplified by the Pedro/Pepe comparison for Spain have been found in other EU countries, like Italy, Norway and the UK. Overall these descriptive findings clearly speak against the sociological theory of modernization which assumes a trend towards meritocracy, so that the social class of origin would count less and less in determining individual success in the labour market. They also contradict more recent claims from expressive sociologists *a la* Ulrich Beck who speak about the individualization of inequality and the death of social classes. Instead, the persistence of social background premia/penalties posits an issue of normative justice and social policy on whether this inter-generational reproduction of inequality is legitimate and how, in case, it could be reduced. What remains to be done is to explain cross-country differences in the social background premia and possibly to investigate the within-country mechanisms underlying them. For the macro comparison across countries, the direct effect of social background is expected to be stronger in those countries with a more comprehensive educational system and where the participation in tertiary education is larger because educational titles will convey a less clear signal for potential employers. A decrease in the signalling value of educational titles in the labour market is then likely to produce an increase in the occupational value of other non-cognitive-skills and resources not transmitted via education, but rather in the realm of the family. To what do we owe this inequality in educational returns by social class of origin? The 'usual suspects' to be investigated would include the transmission of innate abilities, cultural capital, social skills and/or social networks. But more on this, over the next years, at the EUI. ■

From Increasing Advantage to Decreasing Disadvantage: Early School Leaving and Lifelong Learning

European Commission, DG Education and Culture | [Stan van Alphen](#)

No other topic encapsulates recent progress of EU policy coordination in the field of education and training as well as the issue of early school leaving (ESL). Whereas in the year 2000 introducing a common minimum leaving certificate to a multitude of education and training systems was highly controversial, this labour market entrance requirement has since become the cornerstone of inclusive growth. The fact that the Lisbon target of no more than 10% early school leavers amongst European youth was not reached by 2010 overshadows the unprecedented impact of its prime policy tool; a voluntary process of naming and shaming that has become known as the Open Method of Coordination (OMC). The OMC created a platform of mutual learning that has nowadays made standards of comparisons such as ESL to be household names in national policy debates. In the meantime, reducing the ESL rate was chosen as one of the headline targets of the Europe 2020 Strategy.

A problem of early school leavers as a target of EU policy coordination is that ESL is a very limited concept, which is only defined by a failure—for whatever reason—to reach the level of upper secondary education before trying to enter the European labour market. It is tempting to focus on the disproportionate rate of crime, drugs or ethnic minority status at the bottom of the educational hierarchy, but the truth is that it is a strongly heterogeneous group of individuals only connected by their lack of a minimum entrance requirement. This definition *ex negativo* causes those who were not prevented from becoming early school leavers to be further stigmatized, rather than facilitated in their labour market integration or, indeed, supported in any efforts to improve upon their schooling deficit.

From the perspective of lifelong learning, an emphasis on the low skilled and unskilled is just as important. Even if we assume equal access to quality education and training, it is virtually impossible to guarantee a satisfactory level of equity in treatment of pupils in schools. Subsequent education outcomes might therefore not be wholly independent of physical, social or economic disadvantage. Breaking an otherwise highly deterministic cycle of disadvantage, second-chance education and training is the prime example of a compensation strategy for those who have been unable to obtain sufficient credentials the first time around. As such, lifelong learning can be a great equalizer for society, providing individuals with the lasting opportunity to go back to the sorting machine that is education and



“In terms of our conceptual understanding, early school leaving and lifelong learning are mutually reinforcing.”

training, and to have another chance at changing the distribution of outcomes to their advantage.

Without the opportunity of lifelong learning, ESL is only defined by what it is not, and worse, in problem rather than solution focused terms. This harms not only the 10% of early school leavers amongst European youth, but also older generations with lower secondary education at most. Lifelong learning, in turn, is not just about the skills mismatches of the higher educated, nor is it limited to the supplementary investment to further increase one's labour market advantage. It is also the ultimate second chance for early school leavers and for the more experienced part of the active labour force with equally insufficient schooling credentials. The EU lifelong learning programme should help European citizens to get by, not just to get further ahead. In a truly meritocratic society, it is never too late to learn. ■

Stan van Alphen defended his thesis, entitled *Just Enough Education to Perform: The Labour Market Integration of Early School Leavers in a European Cross-National Perspective*, in May 2010, in the SPS department of the EUI. The views expressed in this article are purely those of the writer and may not in any circumstances be regarded as stating an official position of the European Commission.

The Academy of Global Governance: Where Trainers Learn from Trainees

Coordinator, Academy of Global Governance | **Silvia Dell'Acqua**



“governance is a particularly fertile field for new initiatives in learning, and the Academy of Global Governance, as training dimension of the Global Governance Programme (GGP) at the EUI, represents a case in point of how ‘Learning to Learn’ can become a real opportunity for scholars and professionals within the domain of governance issues.”

‘Learning to Learn’ has become the new mantra of the knowledge society, an attitude towards skills attainment which goes beyond mere prerequisites to an ongoing, dynamic process of professional growth. Listed among the eight key competences for lifelong learning in the Recommendation of the European Parliament and Council (2006), ‘Learning to Learn’ stands out as ‘the attitude related to learning, the ability to pursue and organise one’s own learning, either individually or in groups, in accordance with one’s own needs, and awareness of methods and opportunities’.

Being such a versatile concept, governance is a particularly fertile field for new initiatives in learning, and the Academy of Global Governance, as training dimension of the Global Governance Programme (GGP) at the EUI, represents a case in point of how ‘Learning to Learn’ can become a real opportunity for scholars and professionals within the domain of governance issues. It exposes participants to new

intellectual tools and practices, it provides opportunities to create synergies and cross-fertilise ideas, and it encourages ‘constructive doubt’ in the face of ‘absolute truths’. The Academy brings together players from the different macro areas, including professors, researchers, policymakers and stakeholders in general, to explore the internal and external borders of governance. These characteristics make the Academy’s executive training programme a unique crossroad of knowledge and expertise, in a lifelong learning dimension, by combining the EUI’s top-level academic environment with distinguished speakers coming from academia, politics and business. As Catherine Lauranson, from the European Parliament, put it: ‘My experience at the Academy was a unique learning-mix: most recognized experts on climate governance; high-level discussions, comprehensive approach and forward thinking; fruitful exchanges of view with participants coming with theirfrom different backgrounds’.

For example, the Executive Seminars in 2010/11, which covered Conflict Resolution, Global Regulation of Social Risk, Fighting Terrorism, New Challenges implied in the Economic Crisis, Tax Havens and Climate Change, featured speakers such as Richard Barrett (Coordinator of the U.N. Al-Qaeda-Taliban Monitoring Team), Clemens Fuest (Director of the Oxford University Centre for Business Taxation), Martin Scheinin (UN Special Rapporteur on the Promotion and Protection of Human Rights and Fundamental Freedoms and EUI Professor of Law), and Denny Ellerman (former Executive Director of the Center for Energy and Environmental Policy Research at MIT and currently director of the Climate Change Policy Unit at the EUI’s Robert Schuman Centre for Advanced Studies).

► Trainees and trainers with diverse backgrounds from all over the world have found their experiences at the Academy to be valuable 'learning to learn' opportunities. The high level of interaction during executive seminars allows participants to benefit from the knowledge and opinions of the others, and the successful mix of experts from both academia and governmental institutions provides for extremely stimulating discussions on topical issues relating to governance. Where one sits at the table—either as a 'speaker' or a 'trainee'—does not make much difference, as equal weight is given to teaching and discussion. In the Academy's perspective, the core idea is to share expertise and opinions and to address unanswered questions from all points of view. Finally, and long after the training sessions have come to a close, participants in the executive training seminars benefit from the strong networking dimension of the meetings. This part of the AGG's focus is aimed at future learning, whereby ideas, visions and experiences on seminar issues continue to be exchanged through the global networks created by alumni.

After one year of activity, the Academy can now set its way forward: the research dimension will be fur-

ther developed and fostered by focusing on specific research strands, as academic pillars of the whole Programme. More specifically, in 2012 the Academy will focus on seven key macro-issues: 'Modes of Global Governance', 'International Monetary Policy and Governance', 'Economics of Global Governance', 'Climate Change', 'Development Policies', 'International Economic Law' and 'Human Rights'. The executive seminars scheduled for 2012 will address the most recent and important issues concerning these different areas.

The High Level Policy Seminars on current challenges in global governance provide a valuable opportunity for lifelong learning for all those who wish to deal with, and possibly shape, governance in a global scenario. These experiences are supplemented by the expanding Global Governance Publications Series and the contributions of the Global Governance Network. The activities of the Global Governance Academy are leading to the formation of a unique and dynamic community of global governance scholars, institutions, and policy experts in which the GGP has an important and innovative role in how global governance is understood and shaped. ■

Academy of Global Governance Seminars - Fall 2011

Comparing Models of Regional Integration: Experiences from the Latin America Region (5-7 October 2011)

Antoni Esteveadeordal (Inter-American Development Bank); Sebastián Herreros (United Nations Economic Commission for Latin America and the Caribbean); Félix Peña (Institute of International Trade-Standard Bank Foundation); Jose Antonio Sanahuja (Complutense University of Madrid); José A. Tavares (Universidade Nova de Lisboa)

Global Security Challenges for Europe (19-22 October 2011)

Philip Bobbitt (Columbia University); António Costa Silva (Partex Oil and Gas, Partex Services Portugal); Charles Kupchan (Georgetown University); Ana de Palacio y del Valle-Lersundi (Former Foreign Affairs Minister of Spain); Olivier Roy (European University Institute); Nuno Severiano Teixeira (Universidade NOVA de Lisboa); Bruno Tertrais (Fondation pour la Recherche Stratégique); Syi Yinhong (Renmin University)

Economics of Multilevel Governance in an International Context (16-19 November 2011)

Eric Brousseau (University Paris Dauphine - EUI); Tom Dedeurwaerdere (Université Catholique de Louvain); Jean-Michel Glachant and Nicole Ahner (European University Institute); Meryem Marzouki (Centre National de la Recherche Scientifique); Pippo Ranci (Università Cattolica di Milano); Jérôme Sgard (Centre d'Etudes et de Recherches Internationales - Science Po)

Global Governance and Transnational Human Rights Obligations (28 November-1 December 2011)

Wolfgang Benedek (University of Graz); Georgios Pavlakos (University of Antwerp); Elina Pirjatanniemi (Åbo Akademi University); Margot Salomon (London School of Economics); William Schabas (National University of Ireland, Galway); Martin Scheinin (European University Institute); Wouter Vandenhole (University of Antwerp); Willem Van Genugten (Tilburg University)

Beyond the EUI Experience: Ph.D. Work at the LSE

EUI Researcher, LAW | **Sebastian van de Scheur**



“the change of environment allowed me to break with the habits and thought patterns that I had developed in the first years of research, which greatly helped getting a fresh perspective on my research topic.”

Groucho Marx once said: ‘I’m leaving because the weather is too good. I hate London when it’s not raining.’ In the spring of 2009, my second year of research, I felt that my thought process was starting to move in circles, and I needed a break in order to see things in a new perspective. I decided to temporarily exchange the serene, gentle Tuscan countryside

for noisy, vibrant London. The Erasmus funding, granted by the EUI, helped cover the extra cost of living in this expensive city, and I soon found accommodation in rowdy Camden Town, just north of central London. My choice for London was motivated by the wish to discuss my research with Professor Giorgio Monti at the London School of Economics, of whom I had read several stimulating publications on European competition law. Little did I know that Giorgio Monti would one year later take over the chair of Competition Law at the EUI from my supervisor Heike Schweitzer!

At LSE I was welcomed by a small group of Ph.D. researchers, who would faithfully occupy the working spaces on the staff floor of the Law Department every day. I had taken the enormous body of researchers in various disciplines at the EUI so much for granted, that it somewhat surprised me to find only a small group of 15-20 researchers at LSE. I soon also realised that I had swapped one-hour lunch breaks for 15-minute sandwich-behind-the-desk!

Ph.D. researchers at LSE spend their entire first year drafting a detailed research plan and thesis outline, and I noticed that my peers therefore had a clearer vision of where their theses were headed than I did. This induced me to spend less time on writing sections and chapters, and instead to allow myself a couple of months to (re-) explore the full breadth of competition law and economics. As a visiting researcher I was allowed to attend any class I wished, whether it was in law, economics or philosophy. LSE moreover offers public lectures by high-profile speakers

from all over the world on almost a daily basis. I read and wrote about topics that were sometimes only loosely related to the topic of my dissertation, and I spent many a Saturday afternoon in one of Camden Town’s cosy pubs catching up on the latest case law or getting acquainted with the writings of Hayek and Schumpeter. The hipster crowd would sometimes make jokes about me and my nerdy yellow marker. Every now and then I would meet Giorgio Monti to discuss specific issues. Although much of what I read and wrote in those five months in London did not end up in my dissertation, the change of environment allowed me to break with the habits and thought patterns that I had developed in the first years of research, which greatly helped getting a fresh perspective on my research topic.

Of course I did not just study. It would be a crime to spend time in London without visiting its marvellous museums, attend rock concerts and experience England’s famed pub life. A warm September Sunday afternoon is well spent in Hyde Park between the zealots of Speaker’s Corner and the charming Serpentine Gallery, or browsing the Portobello Road or Spitalfields markets.

London and LSE have provided an invaluable academic and personal experience. To anyone looking for a top-quality, fast-paced academic environment I strongly recommend LSE. And anyone looking for a little break from Tuscan paradise will find in London just what he needs. And as for Groucho Marx’s beloved rain: my umbrella was a wasted investment. Sometimes stereotypes can be false. ■

Some Observations on the Erasmus Mundus Exchange in China

EUI Researcher, HEC | **Igor Chabrowski**

It is barely possible not to see an academic exchange programme as an outstanding opportunity to further one's research. And, indeed, that is how I anticipated my participation in the European University Institute – Sichuan University (Chengdu, China) exchange programme in spring/summer 2010 to be. The main aim of this article is to share some observations on the experience and to inform and prepare future researchers for some of the possible surprises that might await them during such exchanges.

The EUI-China academic exchange was a part of the Erasmus Mundus Programme, which aims at furthering cooperation between institutions of EU member states and those not belonging to the Union. The organization and financing of the study trips fell entirely on the Erasmus Programme (in 2010 it was managed by the Free University, Brussels), and the EUI served only as an intermediary and sender/receiver of other participants of the programme.

There were at least three highlights, which rendered the Erasmus Mundus Programme exceptionally valuable. Firstly, the exchange was furnished with a generous grant scheme that covered a living allowance and travel expenses. In 2010 the monthly allowance amounted to €1500, which was completely sufficient to cover the cost of living and research expenses in China. This was especially significant given that no research-related activities (including viewing archival documents, copying, printing or downloading documents) were free of charge. Moreover, since access to the bulk of Chinese research is minimal outside the People's Re-

public, the Erasmus Mundus grant provided sufficient funds to purchase a good quantity of the books and journals which I needed for my research.

Secondly, the Erasmus Mundus scheme put one in direct contact with Chinese academics, whom I found generally accommodating and helpful. This was of utmost importance considering their knowledge of library or archival holdings as well as their sole authority to issue 'invitation letters' to view historical sources in particular institutions. As for my experience with professors at Sichuan University, I am full of appreciation for their easygoing attitude and quick help with preparing all the necessary documents.

Thirdly, the Programme gave stunning freedom of research and

“The EUI-China academic exchange was part of the Erasmus Mundus Programme, which aims at furthering cooperation between institutions of EU member states and those not belonging to the Union.”

movement, even to the degree that I barely noticed being part of any programme whatsoever. To put it briefly, the host institution appeared entirely disinterested in my work or whereabouts so long as I did not make any complaint. The upside of such a state-of-affairs is that without much bureaucratic trouble I could travel and work in two cities and basically view any of the materials I had intended



to. Not to say that this made the research work easy. Research in China, for foreigners, is often a very awkward experience, especially if one ventures outside the most frequented and most 'open' institutions of Beijing and Shanghai. The topic of my work, the Chinese city as viewed through the early twentieth century popular culture, led me to search in two provincial capitals, Chengdu and Chongqing, where things run a bit differently. Working in the libraries and archives of both cities turned out to be quite an adventure, since many of them lack even the most elementary indices or descriptions of their collections (it is especially true for the special collections reading rooms in the Chongqing Municipal and Sichuan University Libraries). Since one is supposed to 'know' what to find there, a research trip aimed at finding sources was a paradoxical venture by definition. The only way around that obstacle was to befriend the library staff and ask for their help and guidance. Thanks to the many kind-hearted people around, I managed quite quickly to get my work on the right path. In some senses, the problems I found with the archives were different and at times insurmountable. Whereas in Chengdu, the staff was just uninviting, in Chongqing I had the bad luck of finding either that the documents I wanted were not available (at that time the collection was being digitalized) or simply in terrible states of conservation. Another thing, which needs to be mentioned, is

the question of language. After more than three years spent in China (I studied in Beijing and Chongqing before entering the EUI), I am not aware of any area of life which can be successfully managed without having at least conversational skills in Chinese. As for research, that turns into a must. Moreover, while the precision of my expression was evaluated, appreciated and rewarded, at times crude or overly basic vocabulary put me in a difficult if not embarrassing position.

Can I say the exchange was a successful research experience? To my mind, very much so. Additionally it was a fascinating trip, though some parts were brighter, and others quite dull: it is impossible to give a common denominator to book-hunting in gorgeous old market towns and going through endless rolls of microfilms, in search of a few useful newspaper articles. In spite of all the obstacles mentioned, I managed to gather a very sizable collection of sources and literature, having learned, with time, where to find them. Furthermore, the help of one American colleague with whom I could exchange experiences was especially meaningful, as we were, for the most part, the only foreign researchers working for an extended period in Chongqing and Chengdu.

Finally, a few words of comment and criticism are necessary. While the Erasmus Mundus hands-off orientation was convenient for me, it also left me highly exposed me

to all the obstacles of research in China. Indeed, I would say that, not being a premeditated policy, it is the Programme's biggest shortcoming. Furthermore, there was noticeable messiness and miscommunications at every step. From my experience, anything from the application process (where no deadline was obeyed by the organizers) to the regularity of grant payments was flawed and required additional insistence from my and the EUI's side. Moreover, the host side (Sichuan University) was disinterested to the degree that they did not notice my presence till the end of my first week in Chengdu (and, not to mention, failed to offer any traditional elements of hospitality such as airport pick-up or the provision of a temporary apartment for my first days in China). The organizers and host institution were also not very literate in visa requirements and getting what one needed was a bit of hassle.

Lastly, I need to underline that Erasmus Mundus was not a Programme geared for researchers. Instead, it was a broad platform comprising university level students who mostly go to China in order to improve their language skills or to work on their Master's degrees. Ph.D. researchers were few and the host institution showed a degree of confusion in addressing their needs.

As it appears clear, the Erasmus Mundus exchange with China (PRC) can be a great opportunity to advance one's research. For a person unacquainted with the country and its language, however, it could as well turn into a very difficult experience. Considering the Erasmus Mundus organizers' attitude, which makes these exchanges rather do-it-yourself ventures, coping with the inherent troubles of life in enormous Chinese cities and doing research at the same time may quite easily lead to failure. ■

“Can I say the exchange was a successful research experience? To my mind, very much so. Additionally it was a fascinating trip, though some parts were brighter, and others quite dull: it is impossible to give a common denominator to book-hunting in gorgeous old market towns and going through endless rolls of microfilms, in search of a few useful newspaper articles. ”

EUI Alumni & Staff Notes

Alumni News and Awards

'93 **Marlene Wind** (SPS 1993-1998) was appointed EURECO Professor in European Politics at the Department of Political Science at the University of Copenhagen. She has chaired the EURECO academic board since the programme was launched in 2009. She is also the Director of the Centre for European Politics (CEP) at the Faculty of Social Sciences, and has been a member of the EUI High Council for the last three years, acting as its president in 2010.

'98 **Levente Borzszak** (LAW 1998-2008) has published *The Impact of Environmental Concerns on the Public Enforcement Mechanism under EU Law - Environmental Protection in the 25th Hour* with Kluwer Law International (2011).

Zoe Bray (SPS 1998-2002) was appointed assistant professor at the Centre for Basque Studies, the University of Nevada in Reno (USA). She also just closed a successful painting exhibition that ran for the summer in the Historical Museum of Biarritz (France).

'99 **Mel Marquis** (LL.M. 1999-2000) was appointed, effective May 2011, as Part-time Professor in the EUI's Law Department.

Aidan O'Malley (HEC 1999-2004) has published his thesis as *Field Day and the Translation of Irish Identities: Performing Contradictions* (Palgrave Macmillan, 2011)

Julie Ringelheim (LAW 1999-2005) has been appointed 'Chercheur qualifié' - that is, Permanent Researcher - with the Belgian National Fund for Scientific Research (FNRS) in Belgium.

'00 **Rostam J. Neuwirth** (LAW 2000-2005) has been promoted to the rank of Associate Professor at the Faculty of Law of the University of Macau in the Macau Special Administrative Region, in China.

'01 **Maria Zarifi** (HEC 2001-2005) has published her thesis as *Science, Culture and Politics. Germany's Cultural Policy and Scientific Relations with Greece 1933-1945* (VDM Verlag Dr. Müller e.K. 2010)

'02 **Diana Digol** (SPS 2002-2007) joined the OSCE/ODIHR in June 2011 and is currently working on an US-funded 'Women in Political Parties' project. She continues to write on Central Asian foreign policy and is interested in women in diplomacy. Her book *Emerging Diplomatic Elites in Post-Communist Europe: Analysis of diplomats* was published in June 2010.

Zeno Enders (ECO 2002-2007) has been appointed full professor of Economics at the University of Heidelberg, after having spent four years as an Assistant Professor at the University of Bonn.

Fernando Tavares Pimenta (HEC 2002-2007) announces the recent publication of two monographs, *Storia Politica del Portogallo Contemporaneo, 1880-2000* (Le Monnier, 2011) and *Soure. Das Origens Pre-Romanas ao Foral de 1111*. (Areias do Tempo, 2011).

Daniela Vicherat (SPS 2002 - 2010) has been appointed as Assistant Professor at the Global Challenges Program, Leiden University College, The Hague.

'03 **Nicolas Chaignot** (SPS 2003-2010) will publish his thesis *Esclavages et modernités:*

la servitude volontaire comme problématique du capitalisme contemporain with the Presses universitaires de France. The thesis, defended in 2010, has also won 'Le prix de la recherche universitaire', awarded by the French newspaper *Le Monde*.

'04 **Sacha Garben** (LAW 2004-2010) has been appointed Fellow in Law at the London School of Economics.

Poul F. Kjaer (LAW 2004- 2008) has (together with Alberto Febbrajo and Gunther Teubner) edited and published *The Financial Crisis in Constitutional Perspective: The Dark Side of Functional Differentiation* (Hart Publishing, 2011).

Emanuela Orlando (LAW 2004-2010) starts her appointment as Isaac Newton - Dorothy Emmet Research Fellow at Lucy Cavendish College, in Cambridge, in October.

'05 **Cristiana Benedetti Fasil** (ECO 2005 - 2011) and **Teodora Borota** (ECO 2005 - 2009) won the prize for the best paper presented at 'The First Annual Conference for Young Serbian Economists', organized by the National Bank of Serbia for their paper 'World Trade Patterns and Prices: The Role of Productivity and Quality Heterogeneity'.

Agnès Desmazières (HEC 2005-2009) has published her thesis as *L'inconscient au paradis: Comment les catholiques ont reçu la psychanalyse* (Paris: Payot, 2011).

Nikolas M. Rajkovic (SPS 2005-2009) has published his thesis as *The Politics of International Law and Compliance* (Routledge, 2011). He was just named a Visiting Lecturer at the Brussels School of International Studies, University of Kent.

Valentina Vadi (LAW 2005- 2009) has been awarded a Marie Curie Postdoctoral fellowship at Maastricht University in The Netherlands. The project focuses on the interplay between cultural diversity and international and European (economic) law.

'06 Dr. Manuel Perez Garcia (HEC 2006-2011) was awarded with a two-year postdoctoral contract by the School of Humanities, Department of History, at Tshinghua University (Beijing, China).

Tim Schmidt (ECO 2006-2010), together with current ECO researcher Friederike Niepmann, received the Klaus Liebscher Award granted by the Austrian Central Bank for their paper 'Bank Bail-outs, International Linkages and Cooperation', in May 2011.

'08 Mathias Delori (MWF 2008-2009) was recently appointed *Chargé de recherche CNRS* (CNRS research fellow) at the Centre Emile Durkheim, Bordeaux, France. He will start on 1 October.

'09 Dr. Elaine Fahey (MWF 2009-2010, Visiting MW Fellow RSCAS/LAW 2010-2011) has joined the Amsterdam Centre for European Law and Governance (ACELG) at the University of Amsterdam as a Postdoctoral Research Fellow (2011-2013).

Staff News

Donatella della Porta (SPS) has just published *Democrazie* (il Mulino, 2011).

Jorge Flores (HEC) announces the publication, with Rudi Mathee, of their edited volume *Portugal,*

the Persian Gulf and Safavid Persia (Peeters, 2011)

Giovanni Sartor (LAW) has just published two edited volumes. The first, with Monica Palmirani, Enrico Francesconi and Maria Angela Biasiotti, is *Legislative XML for the Semantic Web. Principles, Models, Standards for Document Management* (Springer 2011). The second, edited with Pompeu Casanovas, Maria Angela Biasiotti and Meritxell Fernandez Barrera (LAW Researcher) is *Approaches to Legal Ontologies: Theories, Domains, Methodologies* (Springer, 2011)

Births



Karol and Anna Cizek announce the birth of their son, Stefan, on 13 June 2011.



Sandra Passinhas and Rui Videira announce the birth of their son, José Pedro, on 5 July 2011.

Eleonora Carcascio and Antonio Stillitano announce the birth of their son, Pietro.

EUI Alpine Club



On 21/6/2011 two members of the EUI Alpine Club reached the top of Mont Blanc (4808m). Wojciech Paczos and Piotr Śpiewanowski summited the highest mountain in the Alps after a three-day climb.



Out of the Tower

EUI alumni Martin Westlake, Julian Lindley-French and Siofra O'Leary write on their careers in and out of academia

Martin Westlake

As I left the EUI I found it difficult to choose between trying for an academic post and trying to become a European civil servant. In the end, the decision was taken by default because I was first offered a job at the Parliamentary Assembly of the Council of Europe (Strasbourg) and then at the EU Council of Ministers (Brussels). By the time appropriate university job vacancies came up my European career was already well under way. But I tried nevertheless to maintain my academic interests and, indeed, have been fortunate to keep up a level of research, writing, publication and teaching (including five years as a Professor at the College of Europe). I have also kept in touch with most of my EUI contemporaries, including those who have remained full time academics. I enjoy flitting in and out (to be honest, that's what it is). For example, I very much enjoyed participating in a conference, 'Approaching European Democracy' organised by the EUI's European Union Democracy Observatory in Brussels in November last year, where other participants included my EUI contemporaries (and friends) Paolo Belucci, Bruno De Witte and Luciano Bardi. Another EUI contemporary, Peter Kennealy, occasionally kindly pesters me for a book review for *European Political Science* and I enjoy the intellectual rigour that involves. Likewise, friends and contemporaries in academia are quite frequently in touch to referee draft articles or give advice or help on academic projects. It also cuts the other way. In May this year, for example, Jelle Visser (a direct PSS contemporary) gave me and my fellow ESC Secretaries-General an

excellently lucid analysis on social policy developments in a conference at The Hague and, to give another example, Didier Chabanet, from the EUI's Schuman Centre, recently drafted a study for the European Economic and Social Committee on the consultative function in the EU member states.

In retrospect, in the context of my time at the EUI, two aspects stand out. The first is that, though I did not fully realize it at the time, I was a privileged participant in a vast networking exercise. I remember the late, great Peter Mair (then, together with Stefano Bartolini, an assistant professor in the SPS Department) pointing out that during an average researcher's three year stay at the Badia s/he was likely to meet all of the top names in his/her discipline and field. It was certainly true for me in political science and European studies. Those contacts, once made, and if suitably maintained, can stand in good stead for a whole career. The same is true of contemporaries—so many of mine have gone on to brilliant and prolific careers in one way or another, and I am sure it's the same for every generation of researchers. Indeed, if there is a hedonistic side to the EUI, it is more than balanced by discipline and ambition. The second, from a more personal angle, is that I realize I was always interested in the interface between policy-making and policy research. In retrospect, it was not by coincidence that in 1984 I was involved, with Joe Weiler and the late Werner Maihofer, in establishing the EUI's European Policy Unit—forerunner of the Schuman Centre. In closing, I should pay tribute to my late parents, who left school at 12 and 14 but to their eternal credit recognized the importance of educa-



Martin Westlake

tion. Thanks to their unstinting efforts all three of their sons went to university and on to good things. In my last job in the European Commission I was privileged to help create the Erasmus Mundus programme. If I could have done so, I would have dedicated it to them. ■

Martin Westlake is Secretary-General of the European Economic and Social Committee. He defended his thesis in SPS in 1992.

Julian Lindley-French

I am not a typical academic, but then who is these days. That is the point of the EUI. As Eisenhower Professor of Defence Strategy at the Netherlands Defence Acad-



Julian Lindley-French, (centre), on mission in Afghanistan

emy, and an active part of the Chatham House team in London I maintain a strong publication record. Later this year my 800 page *Oxford Handbook on War* will be published with Professor Yves Boyer of the École Polytechnique in Paris. I hasten to add that the book is about the practice of war, not how to do it!

My interest is in actively changing things for the better and always has been. Thus I bestride academia and policy. Frankly, dealing with politicians makes the need for expertise to inform policy vital and it is such expertise that I provide. The EUI attracted me precisely because the institute brings together both academic and policy expertise and I was never disappointed.

If I have a criticism it is that being a security and defence 'wonk' I found it strange (and still do) that the Institute takes so little an interest in the truly dangerous which sadly informs too much of our policy and my work these days. For that reason I perhaps have not had the contact with the Institute I should have had in recent years as so many of the

conferences at the Badia too often skirt around this reality. Both my supervisors were externals.

The EUI research programme certainly reinforced the vital role of academic rigour which I find very useful in my policy work as I advise governments all too often wishing to pretend the Emperor has at least a vestige of garment about him. Indeed, the Institute's reputation for academic excellence has sustained me in my policy work from Washington, where I am a member of the Strategic Advisory Group to Afghanistan and beyond.

Above all, EUI leads to things. My thesis on the development of European security and defence was at a critical moment in the 1990s and led to my working for the EU for a time.

I am also a committed believer in a Europe that does right by its own people and others and the Institute was a living embodiment of that for me. The early 1990s was not the easiest moment in my life where I suffered a major illness which led to

surgery in Switzerland. Three things pulled me through: my innate Yorkshire bloody-mindedness; the support of the community that is the EUI, in particular the staff at the Institute who quietly enrich the life of Researchers; and the discipline of getting up each morning to work on my thesis. I wrote my admittedly far too long doctorate (1500 pages) in 3 years, 1 month and 1 day.

Finally, EUI introduced me to Italian and the Italians and as a member of the Academic Board of the NATO Defence College in Rome I regularly have the opportunity to indulge my passion for that wonderful if somewhat idiosyncratic country.

Thank you EUI, I owe you one. ■

Julian Lindley-French is Eisenhower Professor of Defence Strategy at the Netherlands Defence Academy, Advisor to the Commander's Initiative Group for NATO's Allied Rapid Reaction Corps, and a member of the Strategic Advisory Group of the Atlantic Council of the US in Washington. He is also an Associate Fellow of Chatham House in London and the Austrian Institute for European and Security Policy in Vienna. He defended his thesis in 1997 in SPS.

Síofra O'Leary

Having graduated in Law from University College Dublin, I chose to go to the EUI for a number of reasons, not least broadening my legal academic experience and savouring life beyond the shores of my birthplace. What was originally meant to be a year and a resulting LL.M. became three years, a Ph.D. and a realization that I loved legal research. A *stage* in Brussels, completion of my Ph.D. and work in academia (in the very different worlds of the Universities of Cádiz and Cambridge) were followed by a call from the Court of Justice in Luxembourg. It was perhaps no coincidence that the Judge who recruited me, Federico Mancini, was himself an academic

(fondly referred to by his team as *Il Professore*) and one who clearly understood my colourful and peripatetic CV. I suspect that, in the early 1990s, this was something of a challenge for the more traditional universities in the common law world.

Moving from London to Luxembourg was dramatic on more levels than one. The working language of the Court is French, the breadth of the subject matter covered by the Court's case-law, even for an EU law specialist, is challenging and the charming Grand-Duchy felt, at that time and compared to bustling, diverse London, like a small village where every day was Sunday. Being more of a legal engineer than a legal architect, who prefers the nuts and bolts of the law rather than its grand designs, the position of *Référéndaire* at the Court (essentially a legal advisor to a Judge or Advocate General) offered me the chance to work in a supremely practical environment albeit one which requires deliberation and reflection about broad legal principles and structures. I remember with fondness classes by Professor Joseph Weiler in which he deconstructed with surgical precision the jurisprudential classics of what was then EEC law. While the nitty gritty of preparing judicial deliberations and drafts doesn't always correspond to the lofty heights reached in the Refectory, the lessons of those days remain with me. My intention to stay at the Court for about three years came to naught; I have been here for fifteen. The institution has, in that time, doubled in size, losing along the way some of its sense of a close knit professional community. Nevertheless, the exciting legal questions raised by the cases, which is why most lawyers come here in the first place, are ever more complex and demanding.

In terms of obstacles encountered along the way, having met my future husband at the EUI, I would



Siofra O'Leary

say one of the main ones has been to accommodate two professional careers in the same discipline without having to live apart for long periods. This, I have no doubt, is something experienced by many other alumni in our situation. Within a short space of time after leaving the EUI we had lived in six different Member States. Choices had to be made and jobs which we might otherwise have accepted were turned down or postponed. This early experience may partly explain why Luxembourg, so small but so central, so international and offering so many opportunities, has become home.

It also explains why I am not an entirely lapsed academic. My academic work has been portable, allowing me to be a Visiting Fellow in Dublin while resident in Frankfurt or a participant in a research project in Turku while based in Sevilla. I now have the privilege of being a Visiting Professor at the College of Europe in Bruges where another alumnus, Professor Inge Govaere, is Director of Studies. I still publish regularly in EU law publications and participate in conferences to the extent that family life and the "day job" permit. This extracurricular activity brings me into contact on a regular basis with many EUI contemporaries. Just as my work at the

Court has, in my view, made me a better teacher, my work at the College of Europe provides me with an oxygen boost which I would otherwise sorely miss. The only downside is the commute on the Luxembourg-Brussels train during the grey, Benelux Winter.

In conclusion, although I would say that choice, chance and circumstance have all influenced my career path, I can also say that my time at the EUI proved an essential catalyst. When I left Ireland 22 years ago I did so fully expecting to return one year later. The journey since then, in which I have passed from studying EU citizens to becoming the embodiment of one, has been challenging, enriching, sometimes frustrating, but also great fun. ■

Siofra O'Leary is Référéndaire, Court of Justice of the EU, and Visiting Professor, College of Europe (Bruges). She defended her thesis in Law in 1993.

In Memoriam

In Remembrance of Professor Peter Mair (1951 - 2011)

The sudden news of the untimely loss of Peter Mair in August reached me, like everyone, with immense shock. We have lost a wonderful father and husband, a close friend and exceptional person, a superb supervisor and an outstanding academic. Both personally and professionally, it will be impossible to fill the gap that Peter left and his professional and human qualities will be sadly missed at the Institute. I was however comforted by the fact that Peter passed away in Ireland, where he spent a beautiful vacation surrounded by his beloved family, enveloped in the nature of his Western Irish roots, to which he clung so tightly whilst also branching out as far as his ambition and academia could take him.

Having first come to the EUI in 1979, when he acted as Assistant Professor in Political Science, Peter knew the Institute inside out. Since then, he worked at the Universities of Leiden, Limerick, Strathclyde and Manchester before returning to the EUI in 2005 as Professor of Comparative Politics. From 2007 until 2010, Peter was Head of the Department of Political and Social Sciences and Dean of Graduate Studies thereafter. When I arrived at the Institute and I met Peter for the first time, I was immediately impressed by his leading role at the EUI as one of the most respected personalities and professors, a reputation that he fully deserved for his outstanding academic work and engagement in being a reference point for both researchers and colleagues. I was, and still remain, greatly appreciative of his experience and willingness to offer guidance and opinion on the Institute's operation. Professionally speaking, I fully trusted his judgement with the academic functioning of the Institute and I also completely trusted him on a personal level.

The loss of Peter Mair is a loss for all. In his various appointments at the Institute, he touched upon the lives of everyone across all levels of the EUI community, from experienced Heads of Department and senior management to new researchers settling into life and study at the EUI. When he was appointed as Dean of Graduate Studies, I had no doubt of his absolute ability in fulfilling the demanding requirements and responsibilities of this role, such as steering the entire structured doctoral programme, chairing the Admissions and the Doctoral Programme Committee and providing orientation for researchers to ensure their academic and social wellbeing. In all of these tasks Peter exceeded my high expectations and it is difficult to imagine anybody else who is as able to fulfil this position to the standard that Peter did.

Furthermore, losing such a brilliant scholar will have a strong impact on the academic community far beyond the EUI. Peter was a principal scholar on the study of political parties and representation as well as an academic reference point in the field of comparative politics in which he published extensively, such as the seminal book *Identity, Competition and Electoral*

Availability, written with Stefano Bartolini, which was awarded the ISSC/Unesco Stein Rokkan Prize. We can say, without exaggeration, that we have lost one of Europe's leading political scientists, who was an internationally highly significant scholar of immense reputation.

But most of all, of course, his loss will be imprinted on his family, with whom the thoughts of the EUI community are and whose inconceivable sorrow we share. ■

-Josep Borrell
President of the EUI

Colleague and Friend

The last time I spoke to Peter was at the end of July before his departure for Ireland. I made my usual joke with him about the fact that he was working only during the holidays, the kind of bad joke that you can make only with the persons like him who are hard workers without being workaholics. He was happy to finish the academic year with a thesis defense and to fly to his favorite spot, the place where he had grown up in the West of Ireland. He was like many of us a lover of Italy to the point that he often mentioned to me his desire to buy a place in Florence. But he could not forget his Irish roots, the beauty of the light and of the sea, those incredible colours that can only be found in Ireland. He passed away in a place where nature provides you with happiness but also a kind of nostalgia so peculiar to the Celtic fringes.

Peter embodied at their very best the qualities and virtues that are sometimes considered distinctively Irish. First of all, simplicity. His manners were deeply marked by this easy, direct approach in human relations not only with his peers but also with students and all those who were working with him. There are places where simplicity goes hand in hand with a somewhat offhand approach but this was not Peter's style. He was unfailingly courteous with others and capable of saying no or disagreeing without giving offense. He was fundamentally what we would call a good man, extremely generous with his time, always trying to find the positive side of things where it might have been easier to see the negative. He also had an excellent sense of humor, a characteristic easier to find in his native land than on the Continent and which allows its possessor to deliver messages or to break the ice more easily than those who take things too seriously. During the six years we worked together, not only can I not remember a single conflict between us but this period was a time of profound friendship and cooperation. This did not happen accidentally. The motives for antagonism and conflict are never absent in an academic institution especially when the protagonists are structurally in opposite situations: the head of department represents the

views, ideals, interests of his constituency while the Principal might have divergent views, prejudices or strategies. Happily enough this never resulted in a frontal collision between us. Obviously we might have had different analyses or interpretations but frequently this dialectic exchange made us stronger. Sometimes I could convince him but, other times, particularly when he had failed to convince me, his final and decisive word was 'Don't do it.' In that situation, I knew that I should think twice before taking the course of action I had foreseen.

Peter had another rare combination of qualities: he was both a man of principles and a man of compromise. This might sound impossible or contradictory but in his case it was not. Peter was by nature a mediator but he was not afraid of conflict. Simply put, he knew when the search for a decent compromise was the best option but also when he had to stand firm because an infringement of values or principles would be unacceptable. Such a combination in one individual is a rare occurrence. Compromise might be the easy way out for the shy and the coward. To stand up and fight require courage and strength and Peter had both.

Peter has left us with our problems, difficulties and sadness. We have however a way to remember him which is to remain faithful to his ambitions and aspirations by trying to make real and alive his dreams, in particular for the Institute. I was grateful that the Institute posted his photograph for one week on the web site. Every day when opening my computer I had Peter smiling at me in his unique mix of generosity, kindness and nostalgia as if he had anticipated this premature farewell. Peter himself may have left us but his spirit, his example and his dedication will remain. ■

- Yves Mény
Former President of the EUI

*Cast a cold eye
On life, on death.
Horseman, pass by!*

With these enigmatic lines, Yeats ends his last great poem *Under Ben Bulbin*. On Friday, 19th August, our friend and colleague, Peter Mair was laid to rest in the graveyard of St. Columba's Church in County Sligo, near the famous table mountain of Ben Bulbin on Ireland's west coast. This summer, like any other, he had returned with his family to his home town of Rosses Point where they had a cottage. But then on August 15th, during a trip to nearby Connemara, Peter suffered a massive and unexpected heart attack. Suddenly he was no more.

As the news began to filter across Europe, the first reaction was everywhere the same: complete disbelief. How could someone so young, in such apparent good health, at the peak of his intellectual powers, at the height of his career, blessed with the happiest of families, held in affectionate regard by his



colleagues and loved by his friends be so cruelly and suddenly removed? There is no answer to that question: it happened and we must accept the fact, sooner or later, but what will be most difficult of all to accept is the gap left by Peter, as a husband, a father, a friend and a colleague.

Peter was born and raised in Co. Sligo but he was a Sligo man by accident. His father, Moray Mair, was a Scot from St. Andrews who was working in India when the Second World War broke out. His mother, Dorothy Kenny, (known as Billie) was from Co. Longford, and like many Irish women of her generation, had trained to be a nurse in England. On the outbreak of war she joined the British army's nursing corps and was in Egypt when she met her husband-to-be. They married in Ireland in 1949 and while on honeymoon on the west coast of Ireland found they liked Rosses Point so much, that they decided to settle there. Peter was educated at the local primary school, and was then sent as a boarder to Castleknock College near Dublin. After school he studied History and Politics at University College Dublin graduating with an MA in Politics in 1973. His first job was at the newly opened University of Limerick before moving on to a job in his father's homeland at the University of Strathclyde.

Participation in early ECPR events had brought him to the notice of some of the leaders of the organisation, and when the EUI was established it was natural that Peter should gravitate towards this new centre of comparative West European politics. He originally arrived as a researcher in 1979 but quickly became a junior member of faculty working alongside Stefano Bartolini in close association with Hans Daalder who was directing a major project called *Recent Changes in West European Party Systems*. The EUI was the beginning of Peter's interna-

tional academic career. In 1984, he moved to the University of Manchester and from there to the Netherlands. He continued to collaborate with Bartolini and their prize winning book *Identity, Competition and Electoral Availability* was published by Cambridge University Press in 1990.

Here is not the place to attempt an evaluation of Peter's extensive academic legacy. In good time there will be symposia, conferences and *festschriften*. His career bore all the hallmarks of success: editorships of prestigious journals and monograph series; four authored or co-authored books; sixteen edited books; close to two hundred articles, book-chapters and substantive book reviews; translations of his work into Italian, Dutch, Spanish, Portuguese, German, French, Danish, Hungarian and Russian; more than twenty supervised dissertations; numerous visiting fellowships and professorships; positions of increasing institutional responsibility especially at the EUI where he was chair of the SPS department from 2007-2010 and where he had recently been appointed Dean of Graduate Studies.

Peter was, from one point of view, the epitome of the globe-trotting academic. During his career he worked for lengthy periods in Ireland, Scotland, England, the Netherlands and Italy and who knows how many countries and continents he was taken to by visiting professorships, guest lectureships, and conference keynote speakerships? Yet fundamentally he was a rooted man: rooted in his family life, his work, his nationality and his values. And as these were always with him, he felt at home wherever he happened to be and was the same person to everyone he met. As a political scientist he was trained to cast a cold and objective eye on social reality but he was also a committed public intellectual and defender of democratic values. He was a person of authority who could be approached by anyone to be given not just a sympathetic ear but also shrewdly realistic advice. Whenever a sensible compromise was needed, Peter was frequently the one to make the most acceptable proposal because he knew that while life might mean conflict between different values, a well-lived life meant reasonable compromise not only between the values a single person holds within himself but also between the values that

different people embody. When he spoke, people listened because he spoke calmly and with humour.

The say of the funeral began as what Irish people call 'a soft day': nothing wild or extreme, a bit dull and grey with some drizzle. The funeral mass was celebrated by a priest who had been to school with both Peter and his brother. Following the coffin from the church to the graveyard, the mourners found that the weather had changed dramatically. A tempest was blowing across the bay from Ben Bulbin bringing squalls of wind and pelting rain, soaking the mourners as they struggled with their collapsing umbrellas. The grave-diggers were forced to hold on to the temporary structure over the grave supposed to provide protection from the usual showers and the words of the priest could hardly be heard in the howling wind. It was difficult not to imagine Peter smiling down on this quintessentially Irish scene and quoting wisely from Yeats:

*And ancient Ireland knew it all,
Whether man die in his bed
Or the rifle knocks him dead,
A brief parting from those dear
Is the worst man has to fear.*

–Peter Kennealy
EUI Library

A Memorial Service to honour the life of Peter Mair, Professor of Comparative Politics and Dean of Graduate Studies of the EUI, will be held in the church of the Badia Fiesolana on Wednesday, 5 October, at 4pm. After the service a reception will be held in the Lower Loggia. All of Peter's friends, colleagues and students are invited to attend.



Ana Maria Liturri, known to the EUI community as **Francesca**, passed away on 15 July.

Francesca dedicated more than twenty years to the Institute's catering services, and she will be long remembered by those who knew her. For many of us, for many years, she was the first 'buon giorno' of the day, serving up *cappuccini* in the Badia café. She was appreciated by staff and researchers alike, and kind mention of her can be found in the acknowledgements of several doctoral theses over the last two decades.

The EUI extends its deepest sympathy to her family and friends.

Congratulations to...



In August Donatella della Porta was awarded the Fondation Mattei Dogan and European Consortium for European Research (ECPR) Prize in European Political Sociology for 2011. The Prize Jury stated that her 'work across a whole range of key sub-fields in the discipline (civil society, political violence, policing and public order, terrorism, and most prominently social movements) as well as professional engagement as the coordinator of several European research projects (on democratization, contentious politics and social activism) greatly impressed the jury and affirmed the high standards of this prestigious award'.



EUI alumna Marta Cartabia (LAW 1993) has been appointed Member of the Italian Constitutional Court by Italian President Giorgio Napolitano. Professor of Constitutional Law at Milano Bicocca University, Cartabia is one of the youngest judges ever appointed, and is only the third woman to be appointed in the history of the Court.

Nicolas Chaignot (SPS 2010) has won 'Le prix de la recherche universitaire', awarded by the French newspaper *Le Monde* for his thesis *Esclavages et modernités: la servitude volontaire comme problématique du capitalisme contemporain*.



ECO Researcher Susanne Forstner received a 'Best Paper Award' at the XVI Workshop on Dynamic Macroeconomics organized by the University of Vigo for her paper 'On-the-Job Search, Mobility Costs and Wage Inequality'.

Pierre-Yves Lacour (HEC 2010) won the 2011 Prize for Best Thesis from the Société Française d'Histoire des Sciences et des Techniques, for his thesis *La République naturaliste. Les collections françaises d'histoire naturelle sous la Révolution. 1789-1804*.



Ramon Marimon has been elected president of the Society of Economic Dynamics (2012-2015), a society for the advancement of economics science. He is the first European to preside over the organization, which publishes the *Review of Economic Dynamics*, one of the leading international journals in macroeconomics.

ECO Researcher Friederike Niepmann, with Tim Schmidt-Eisenlohr (ECO 2010) received the Klaus Liebscher Award from the Austrian Central Bank for their paper 'Bank Bailouts, International Linkages and Cooperation'.



Martin Scheinin was awarded an honorary doctorate from the Faculty of Law at the University of Turku (Finland).

Change of Secretary General



Farewell to Marco Del Panta

This summer the EUI bid farewell to Secretary General Marco Del Panta, who left his position at the EUI and returned to the Italian Ministry of Foreign Affairs, where he will work in the General Directorate for the European Union.

The EUI underwent many important changes and expansions during his four-year tenure, and his dedication to and initiatives on behalf of the Institute will be long appreciated.

Welcome to Pasquale Ferrara

On 1 July 2011, the EUI welcomed new Secretary General Pasquale Ferrara. A career diplomat, he joins us from the Italian Ministry of Foreign Affairs where he was Head of the Policy Planning Unit from February 2009 to June 2011 and spokesperson of the Ministry of Foreign Affairs from July 2006 to January 2009.

Pasquale Ferrara obtained a degree in Political Science (International Politics) in 1981 from the University of Naples, and carried out postgraduate work in International Studies at the SIOI (Italian Society for International Organization) in Naples, prior to being admitted (1983/84) to the School for Advanced Studies for Civil Servants.

He joined the Italian Foreign Service in 1984, and subsequently worked in the Cabinet of the Minister of Foreign Affairs and later at the Office of the Diplomatic Advisor to the President of the Republic. He has had numerous postings overseas, including Santiago (Chile), Athens (Greece), Brussels, and Washington, D.C.

In addition to his diplomatic assignments, he continues to pursue academic scholarship on international relations and political thought, authoring numerous articles, essays and books, the most recent being *Lo stato preventivo. Democrazia securitaria e sicurezza democratica* (2010).

In his new role at the European University Institute, Pasquale Ferrara will assist President Josep Borrell in the leadership and management of the Institute.



Thank you, and goodbye...

The Law Department faced a major change this summer with the retirement of Alison Tuck, who had joined the Institute and the Law Department in October 1976, 35 years ago, and who was one of the longest serving members of the Institute and certainly the longest-serving member of the law department. With the exception of a short period spent in the office of the Secretary General in 1996-7, she remained with the Department until her retirement, acting as Departmental Assistant for many of those years, and seeing many generations of doctoral students and professors pass through. She kept in touch with many of them over the years and could always be relied on to remember a former researcher, visitor or colleague. Many colleagues from all over the Institute and several former colleagues and researchers were able to come to the celebration the Department held for her on 9 June.



Alison has had such an impact on the Law Department that she is now identified with it, and – importantly – it is identified with her. If the Department has any reputation for sanity, good government and for being a pleasant, friendly well-run place to work as a researcher, as a member of the secretariat, as a visitor or as a professor, then this is the effect of Alison's stewardship over the years. Her stewardship not only of the secretariat with whom she worked closely for many years, acting as mentor for many, and researchers – who remember her affectionately as a central part of their experience here – but also and not least of professors. Alison thoroughly understood the different roles of the administrator and the academic staff and this made everyone feel comfortable in their roles.

In the words of Wojciech Sadurski, former Professor of Legal Theory at the EUI and one the former Heads of the Law Department, "Alison has continuously kept the place together by endowing it with her wisdom, fairness, efficiency, good humour, and the rarest of human qualities: common sense. In a place where unwritten, customary norms are much more salient than written rules, Alison has provided an indispensable institutional memory in the situation where the institutional structure favoured discontinuity and uncertainty. It placed a strong pressure on her patience but she always resisted, with incredible charm, any temptation to show impatience and exasperation when members of Department kept reopening the matters which were long closed, attempted to reinvent the wheel, or simply made proposals which were, well, less than reasonable."

With Alison's retirement we are approaching a rather special period for the EUI. We are coming to the point where a number of the earliest generation of staff members, people who were here from the start, or almost the start, of the EUI, who have seen it grow and transformed out of all recognition, who have both helped to shape it and acted as its institutional memory, are leaving through retirement. The fact that there are a number of people to whom this applies says something about the commitment of those early administrators and the institution will feel their loss over the next few years.

-Marise Cremona, Head of the Law Department

EUI Degree Conferring Ceremony

10 June 2011

Badia Fiesolana

Speaker: Dr. Georg Schütte

State Secretary, German Federal
Ministry of Education and Research



Ceremony Participants

Doctorates in Economics

Christoph Carl Basten
Edwin Goñi Pacchioni
Timo Hiller
Michal Markun
Graham John Mott
Oskar Nelvin
Rory O'Farrell
Sarah Stölting
Lenno Uusküla
Ekaterina Vostroknoutova
Christoph Weiss
Uli Wienrich

Doctorates in History and Civilization

Matteo Antonio Albanese
Chiara De Santi
Ksenia Demidova
Marta Anna Grzechnik
Achilleas Hadjikyriacou
Maria Cristina Dias Joanaz
De Melo
Lidia Jurek
Pierre-Yves Lacour
Jorge Luengo Sánchez
Ere Pertti Nokkala
Katharina Stornig
Kariin Catharina Sundsback
Miika Matias Tervonen
Fredrik Thomasson
Fritz Georg Von Graevenitz
Frederick Gustav Whitling

Doctorates in Law

Noora Arajärvi
Uladz Belavusau
Michal Bobek
Ernesto Bonafé Martinez
Alessandro Chechi
Monica Den Boer
Barbara Gabor
Alun Howard Gibbs
Claes Granmar
Katarzyna Gromek Broc
Emanuela Ignatou-Sora
Moritz Jesse
Rozeta Karova
Jan-Jaap Kuipers

Erik Lagerlöf
Inga Lobočka-Poguntke
Eunate Mayor
Bruno António Oliveira Mestre
Patricia Pinto Soares
Axelle Reiter
Lehte Roots
Pierre Thielbörger
Olivier Vonk

LL.M.s in Law

Giovanni Gruni
Benjamin Tobias Hartmann
Kira Krissinel
Lauren Jenni Lindsay
Shara Monteleone

Doctorates in Political and Social Sciences

Reinoud Bosch
Fernando Casal Bértoa
Sylvain Gambert
Katarzyna Irena Grzybowska
Carol Marie Kiriakos
Julia Langbein
Tiia Liina Lehtonen
Georgia Mavrodi
David Mccourt
Igor Medina De Souza
Timothy Arthur John Peace
Corina Stratulat
Maria Vaalavuo

Dissertation Prizes



The Mauro Cappelletti Prize for the Best Comparative Law Doctoral Thesis was awarded to Barbara Gabor for *Institutional and Regulatory Competition in Europe: Connecting Some Pieces of the Puzzle on When, How and Why It Can Work*



The François Mény Prize for the Best Comparative Study of Political Institutions was awarded to Nikoleta Yordanova for *Legislative Organisation of the European Parliament: The Role of Committees*



The Linz Rokkan Prize in Political Sociology was awarded to Ilias Ntinas for *The Impressionable Years: The Formative Role of Family, Vote and Political Events during Early Adulthood*













Autumn Lectures and Events at the EUI

The *Debating Europe Discussion Series* is a new initiative of the EUI focused on debating the process of European integration and the major issues confronting contemporary European society. This series of public events is conceptualised as a high-level initiative that reflects on—and impacts—the European policy debate. More information on each lecture and event will be posted on the EUI website, or can be obtained by writing to the EUI Communications Unit at eui.pr@eui.eu

The *Max Weber Lectures* are delivered on a monthly basis by distinguished scholars representing the four disciplines in the Max Weber Programme (Economics, History, Law and Political and Social Sciences). The Programme aims to invite scholars who have a special interdisciplinary focus which will be of broad academic interest to all members of our academic community. They are generally held on Wednesdays at 17.00. For more information and registration, contact susan.garvin@eui.eu

Debating Europe Discussion Series

Hans-Gert Pöttering

Member of the European Parliament and
Former President (2007-2009) of the
European Parliament
Badia Fiesolana - Theatre
6 October

Debating Europe Discussion Series

**H.E. The President of Portugal Aníbal
António Cavaco Silva**
Badia Fiesolana
12 October

Opening of the EUI Academic Year

Debating Europe Discussion Series

Herman Van Rompuy

President of the European Council and
former Prime Minister of Belgium
Badia Fiesolana - Chiesa
21 October

Debating Europe Discussion Series

Kemal Derviş

Vice President and Director of the Global
Economy and Development Program at the
Brookings Institution and former Head of the
United Nations Development Programme
22/23 November

Max Weber Lecture: Employment in Europe

Chris Pissarides

London School of Economics
19 October - 17.00 - Villa La Fonte

Max Weber Lecture: Rethinking Equality in an Age of Inequalities

Pierre Rosanvallon

Collège de France
16 November - 17.00 - Villa La Fonte

Max Weber Lecture

Avinash Dixit

Princeton University
14 December - 17.00 - Villa La Fonte

* * *

Pierre Werner Lecture

Yves Mersch

Governor of the Central Bank of
Luxemburg and Member of the European
Central Bank's Governing Council and
General Council.
26 October

Welcome new EUI Researchers!



EUIreview

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