



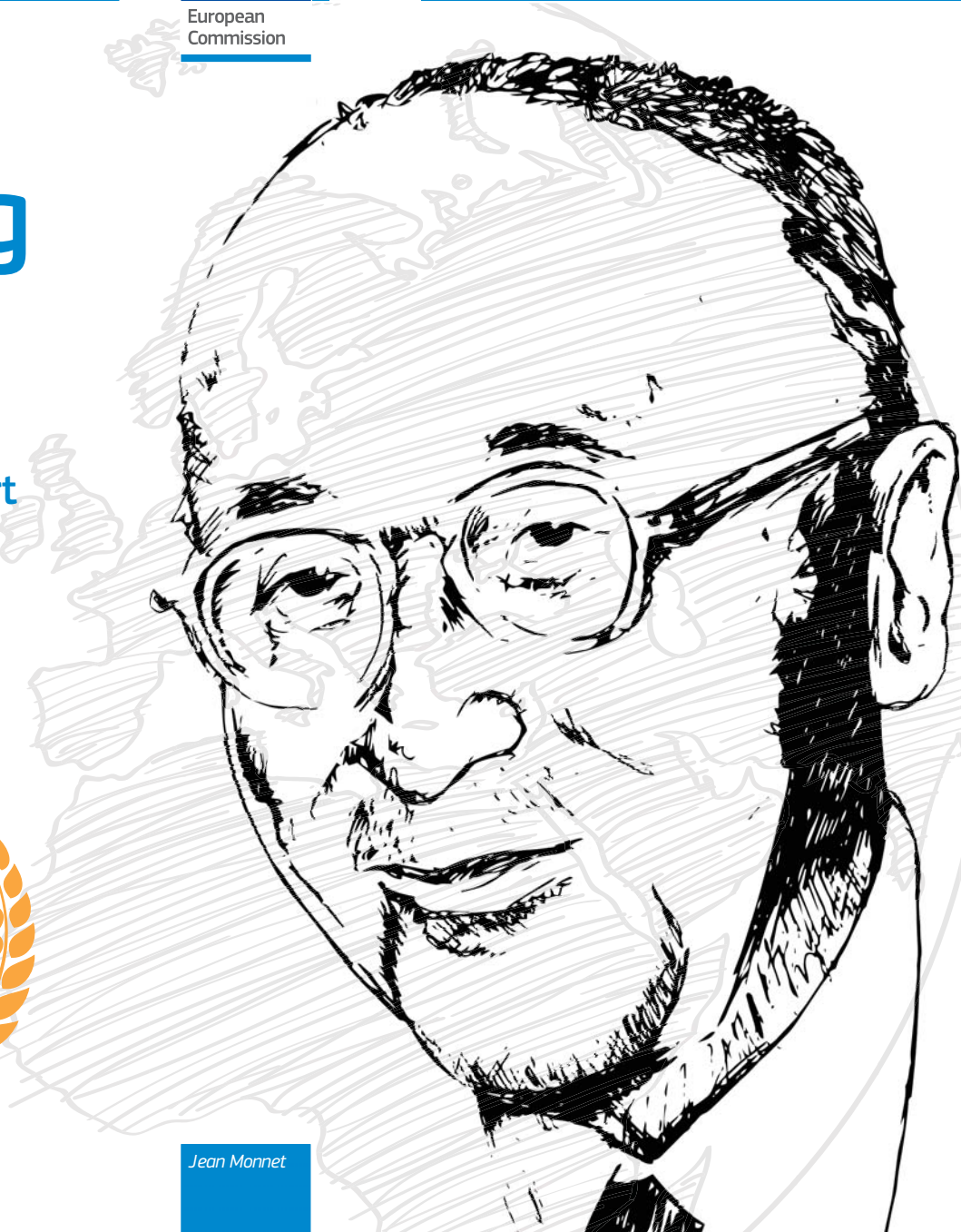
European  
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# Thinking about Europe

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Jean Monnet



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## Author's note

This publication wishes to tell the story of 25 years of success of the Jean Monnet activities.

The majority of the material was collected through 30 interviews with people involved in European integration studies in the past 60 years. Very little written documentation was consulted. As such it is an anecdotal account. But the archives will be there for generations to come. The people will not.

### A. Jongsma

*A. Jongsma is an experienced freelance author and photographer who specialises in education issues.*

## Introduction

In 1989, the European Commission launched the Jean Monnet Action to support academic research in European integration. The programme originally addressed academics in the Member States, but came to include those in accession countries soon after. Today, it has a global scope.

In many ways a niche operation, the Jean Monnet activities have nevertheless been celebrated as some of the most successful examples of European Union (EU) support. This publication is a testimony to its achievements. It shows that among its beneficiaries there is little doubt that the programme served its purpose in a tremendously effective way. Jean Monnet grants are indubitably among the European subsidies that have given the entire EU most value for money.

In the following pages we will show how. We will look at the programme's origins, which date back to the pioneering days of the European Coal and Steel Community (ECSC). We will visit some of the truly venerable spirits that blew life into European integration research. We will see how their ideas stood the test of time, against sometimes difficult odds, and live on in new generations of academics with a genuine interest in European economic, legal, social and political integration.

Many of these are not even European citizens. They are scholars from all over the world, connected by their fascination with the struggle of the EU's nationalities and cultures to develop a level of peace and prosperity between them that they, from a historical perspective, had never been close to before.

Some of these people study the legal ramifications; others look at the economic effects. Yet others look at the political power struggle between local, regional, national and supranational authorities. And the Jean Monnet activities can be credited for having brought them all together into a network that far exceeds the sum of its individual parts.

A lot can be learnt from these scholars, not least from the non-EU academics who have dedicated themselves to research into European integration. Free from the strings of local interests and internal political quibbling, they can more easily reach a transcending perspective that allows them to see both the beauty and the beast that were unleashed through European unification.

They have the freedom to speak in unveiled language about some of the negative effects of a lack of European solidarity. But they also unanimously agree that in social achievements, although still far from perfect, European integration is a success story that is unrivalled globally and observed with ever-increasing interest by other regions of the world where clashes of political power, economy, culture and religion are still constant threats to stability and prosperity - just like they had been in Europe until the middle of the 20<sup>th</sup> century.

As scholars, the Jean Monnet Chairs form a powerful network of credible ambassadors for European integration. This is exactly what the programme's founding fathers – and mother – had always had in mind. They believed in European integration and wanted to get its message out to as wide an audience as they could possibly gather.

But let us start at the beginning, which involves a veteran cognac salesman turned politician, a civil servant and his wife on a business trip to Metz, a young trainee from the Council of Europe whose boss knew the civil servant on the business trip to Metz, and a lot of confluence (mutual trust) – in each other and in the European project.



## History

### *Confiance\**

For a publication celebrating 25 years of the Jean Monnet programme, it would be a legitimate question to ask why we should look back at events in the 1950s and 1960s.

But the answer is quite simple: the spirit of the programme and the drive of many of the younger people active in it today, have clear roots in the work ethos and philosophy of the first decades of European integration.

What we now know as the European Union can be said to have begun its life as the European Coal and Steel Community (ECSC) in Luxembourg, which was founded in the aftermath of the Second World War to promote European unity. It was this organisation that brought Jean Monnet to Luxembourg, where he served as the first President of the High Authority of the ECSC – in many ways the predecessor of the current European Commission.

\* *confiance* = mutual trust

Timeline photo : © European Commission, Brussels

## 1950s



### 1952

Jean Monnet becomes the first President of the European Coal and Steel Community. One of his close aides, Jacques-René Rabier, follows him to Luxembourg in January 1953.

### 1953

Rabier gives the first research grant to Pierre Gerbet of Sciences Po in Paris.

### 1955

The Press and Information Service is created.


The first years of the ECSC bore the chaotic spirit of pioneering. Georges Berthoin, Principal Private Secretary (from 1952 to 1956) to Monnet has said in interviews that this was as much the style of the first president as a necessary consequence of sailing in uncharted waters.

Berthoin's observation is also consistent with the memories of Jacques-René Rabier, who followed Jean Monnet from the French National Planning Board to Luxembourg (see inset: A trip to Metz, on page 10) and who would lay the foundation for what today are the information services of the European Commission.

"We worked in a spirit of mutual trust," Rabier recalls today. "Jean Monnet employed me on the spot, both in Paris and in Luxembourg, and trust was the basis for all our work. If you were employed to do a job, you were employed because your employer trusted that you would be able to carry out the job. My first application for the French National Planning Board in Paris aimed a bit above the mark. I did not really have the papers for it. So when Jean Monnet appointed me, I had to ask: 'Sir, do you think I can do this?' Jean Monnet, who had been a cognac dealer and a banker and had no degree himself, simply replied: 'If I didn't think you could do it I would have told you. You may start tomorrow morning.'

"That was Monnet," says Rabier, "and that is how we worked in the first years in Luxembourg. Age was never important to him. Trust was and would always remain so. I believe this reliance on trust was rooted in his provincial background, with his family of cognac producers. He told me once that when you buy cognac, you taste it – no, you sense it – and if it is good, you trust it and buy it. Monnet was like that: if he had to choose a person, he would first orient himself, read and enquire. Then he would trust. Once you had this trust, it was rock solid."

Throughout his life Monnet always saw political union as the final aim of economic integration, but he also realised very early on that this was impossible without actively involving everyone in uniting Europe's greatest rivals of the first half of the 20<sup>th</sup> century. By everyone he meant the 'elite', the political parties, and the trade unions, but also the citizens. To really reach everyone, then as much as now, you needed to work closely with the informers in society: primarily education and the media.



**“ Make men work together, show them that beyond their differences and geographical boundaries, there lies a common interest**

– Jean Monnet

## A trip to Metz

Early in the morning of 1 November 1952, 33-year-old Jacques-René Rabier left Paris on a business trip to Metz. He travelled with his wife because it was a holiday. When the meetings in Metz were done, they decided that they had time enough to drive the extra 80 kilometres to Luxembourg to visit some former colleagues. The Commissioner-General of the French National Planning Board, Rabier's former boss, had become the first President of the High Authority of the European Coal and Steel Community (ECSC) earlier that year.

**“He had asked me to come to Luxembourg with him,”** Rabier says today. **“But I had four small children and had just moved into a new flat with my family. I had decided to stay in Paris.”**

When he walked into the office of the High Authority, Rabier found his former boss still at work in the midst of the pioneering chaos of the early years. Looking up from his papers, he said: **“Alors, Rabier, welcome to Luxembourg. I know you're meant to be working for my successor, but we do need you here!”**

Rabier reconsidered and consulted his wife, who just said that an offer from Jean Monnet could not really be refused.

On 1 January 1953, Rabier presented himself at work on Place de ... Metz, at the first headquarters of the ECSC, overlooking the famous Luxembourg gorge. Employed in Jean Monnet's Private Office, he was placed in charge of one of the missions closest to the President's heart: involving everyone in European integration.

20 years later, Rabier retired from Directorate-General X (Information), now DG Communication, in Brussels. Some of his many achievements live on to this day, such as the Eurobarometer public opinion survey. Another might be said to be the Jean Monnet programme, even though it would take another decade and a half for that to come into formal existence.

**Jacques-René Rabier** was born in 1919 and lives in Brussels.



Jacques-René Rabier

## Involving academia

Rabier set out to build contacts with the media, attracting international journalists to press conferences after the ECSC's council of ministers' meetings. But he was also concerned that the world of higher education started to study European integration independently.

**“In 1953 I signed a research contract with a professor from Sciences Po in Paris, Pierre Gerbet, who wrote about the origins of the Schuman Plan. His research was published in the French Journal of Political Science (1956). He had absolute academic freedom and that was crucial.”**

There was no such thing as a call for tenders (a public procurement procedure). This was Rabier's trusted entry into academia, from which he would expand his network.

**“The second initiative at the end of 1958 was the creation of a prize for dissertations, open to universities in Member States and beyond. The first applications came mainly from countries such as France, Belgium, the United Kingdom and even the United States. I knew some people in Geneva, who did some good research on this, such as Dusan Sidjanski. But these were still personal contacts.”**

The main reason behind all this was that, in the view of Jean Monnet, European integration was not just an economic project, but a concern of everyone in society. Europe was a project for future generations and as such, students had to be engaged more than anyone else.

“ To create Europe is  
to create peace

- Jean Monnet



## New structures

In the early 1960s, several developments in the Press and Information Service (later DG X and now DG Communication) expanded support to European integration studies.

Most significantly in this context, a unit for youth and universities was established. It was headed by Jean Moreau and Jacqueline Lastenouse became responsible for its university branch (see inset: The woman behind the Jean Monnet Programme, on page 15).

Timeline photos : © Bernard Lemoine, Paris © European Commission, Brussels

## 1960s



1960

The Division of University Information and Youth is created.

1967

The Directorate-General for Press and Information Service becomes DG X.

## 1970s



1973

The EEC expands, bringing increased interest in European integration from the rest of the world.

1979

The first European Parliamentary elections are held in all EEC countries.

“Rabier’s office in 1962 was full of theses, theses and more theses.” Lastenouse recalls.

“He had already been sponsoring and collecting them for ten years by the time I came in! When I started as a trainee, Rabier asked me to go through all these theses. I must have looked startled, because he added: ‘Just read the introduction and the conclusions. Some could be of great interest to the Commission and we want to forward them to the relevant services so we need to get them catalogued.’ We started a Centrale de Theses, from which Rabier published the first catalogue of university theses on European integration one year later.

In 1963, the Commission set up a system of documentation centres that Lastenouse would also be charged with. The unit awarded study and research grants and a prize, but it was all still on a very small scale. Money had to be sourced from the European Parliament each year.

Academic interest in European integration gradually grew to the level where, in 1965, the first national associations of professors for European Community studies were founded in France and Germany. Other countries soon followed. They focused mainly on law and economics but some countries, such as Germany and the US, had already started studying European integration from a political perspective. After 1967, the presidents and secretaries of the associations met twice a year in Brussels.

## The woman behind the Jean Monnet Programme

In November 1962, 26 year-old Jacqueline Lastenouse approached Rabier to ask for a six-month training period to finish her thesis in the offices of the Press and Information Service, which by then had moved to Brussels.

A true European, she had French nationality, but was raised in Portugal and had studied in Spain, France and Belgium.

**“I came from a traineeship at the Conseil de l’Europe in Strasbourg where I had worked in the information services,”** Lastenouse explains today.

**“The head of the information services in Strasbourg was Paul Levi, the father of the European flag and a real man of the press. He knew Rabier and that’s how I got my recommendation.”**

When she finished her work, Rabier asked her to stay on as a trainee as he had confidence in her abilities. After her traineeship she was employed.

**“It was my first – and only – employment,”** she smiles.

For decades she would be the face of the EU information services to the academic world, both at home and overseas. She compiled the file that would eventually lead to the Jean Monnet programme and she developed the network that Rabier had started. It was also her who gave the programme its name.

Jacqueline Lastenouse retired from the European Commission in 2001, just after the Jean Monnet programme had moved from DG Communication to DG Education and Culture.



Jacqueline Lastenouse



## The Portuguese student

In 1978, before Portugal began accession negotiations to the European Communities, a law student from the University of Lisbon, in the final year of his degree, sent in an application to the University Information Unit in Brussels for one of the handful of grants that the office had been awarding since 1962. Along with a group of students and professors, he was an active member of the newly created University Association of European Studies (AUROP)<sup>1</sup> – and he was seeking financial support.

**“It was the first institution of its kind in my country. At that time, I was becoming increasingly committed to European integration,”** he says today.

His application landed on the desk of Jacqueline Lastenouse, who did the first checks on it and approved it for scrutiny by internal expert teams from other Commission services, as was customary for grant applications.

**“As such, the grant was a crucial step in developing my interest in European affairs,”** he recalls.

Later on, he pursued his interest in European affairs by enrolling in postgraduate studies at the European Institute of the University of Geneva. He eventually com-

pleted a diploma in European studies and a master’s in political science in the same university’s Department of Political Science.

In Geneva, he became the assistant to Professor Dusan Sidjanski, the renowned founder of the university’s Department of Political Science. Sidjanski himself had graduated with a thesis covering the shift from national federalism to international federalism, and had also produced a very early thesis on the institutional, economic and political dimensions of European integration.

During the former law student’s first appearances in Brussels he would always say that he knew the Commission very well, because he had been one of the students of Mme Lastenouse. **“I remember coming to the Commission, to the Berlaymont building, in 1978,”** he recalls.

The 1978 grant came from the university information action line that would later evolve into the Jean Monnet Programme. The student was José Manuel Durão Barroso, the president of the European Commission between 2004 and 2014. Professor Sidjanski became one of the special advisers of his former student and assistant.

<sup>1</sup> Associação Universitária de Estudos Europeus



José Manuel Durão Barroso



“In the 1970s, after the first rounds of European Economic Community (EEC) enlargement, interest from the rest of the world soared,” Lastenouse says.

**“**We were answering queries from the US and Japan on a daily basis. We also got people in from countries such as Hungary and Poland. Colleagues in the other Directorate-Generals could not meet with them due to the official ‘non-relations’ policy towards the countries that were part of the Council for Mutual Economic Assistance (COMECON) countries, but DG X was quite different from the rest of the house. We would receive them and help them to meet colleagues from other DGs, but we would have to meet them in my office or even in cafes around the area.

“In the 1960s we had already begun to set up European Documentation Centres outside the Member States, including in Eastern Europe. In 1981 we even gave two research grants to young Polish researchers from the University of Gdansk, but of course the Commission could not publicise this kind of support. Officially it was never specified on any budgets.”

The unit had a small budget for supporting universities. The grants were never more than the equivalent of EUR 5000, but those were sums that could go a long way. The unit started European Documentation Centres in Hungary (see inset: ‘Interesting’ courses, on page 33) and Poland, as well as Czechoslovakia, supplying European Community documentation and in some cases even some basic hardware. The first one in China was set up in 1979. At this time the contracts were predominantly informal – between the unit in Brussels and professors at the other end.

The first study grants to Polish academics were given in 1981, on the same basis. In China, the Society for EEC Studies was established in 1984.

The first time Jacqueline Lastenouse visited the annual conference of the Chinese society was in 1986. Importantly, she travelled with Emile Noël, the first Secretary-General of the Commission (1958-1987). This was a sign of strong support for European integration research from a man who had been a reliable and important patron of the work that Rabier and Lastenouse herself started.

There were 27 participants at the conference.

## The Chinese connection

Dai Bingran is a retired professor of Fudan University in China. He is the man who started the organisation of European studies in China, for the success of which he was awarded the Jean Monnet prize in 2008. He translated the EU Treaties into Chinese.

“In China, EU studies go back to the mid-1960s,” he says today. “But after the Cultural Revolution [which devastated higher education in China, sending enrolments down by more than 90%] there was a hiatus in activities until the mid-1970s, when a boom in international studies started to develop. My first book was published at Fudan University in 1973 under the title *A Western European Common Market*.

“But knowledge was scarce. So we started looking for ways of establishing a more permanent source of information. Travelling from the UK, I visited Brussels to meet with the Commission and with Jacqueline Lastenouse.



Dai Bingran

“In 1979 we started to receive support. The Commission established a European Documentation Centre in China and sent us all of the documentation that came out of the European institutions. We were very poor then and anything we received helped.

“The network, however, was the most important result of the cooperation. In 1986, European Commission Secretary-General Emile Noël and Jacqueline Lastenouse participated in our first little EU conference. We now have these conferences every two years, with 60 or 70 participants.

“The European experience is quite useful for us. China is changing a lot. We try to learn from the outside world and Europe is an important reference for social welfare and trade agreements.”

Today, China has three Centres of Excellence and ten Jean Monnet Chairs. The Chinese Association of European Studies now has more than 200 members.



復旦大學





“ I am not an optimist;  
I am determined  
- Jean Monnet

## The Jean Monnet Action

Between 1962 and 1989, the University Information division allocated some 900 research grants to young academics who studied European integration, in addition to different forms of support to the introduction of European integration studies at various universities. This was the foundation for the Jean Monnet Action.

“But the scale was small and we still had to approach the European Parliament for funds every year,” says Lastenouse.

Support from the Parliament was strong, largely because of its concern for the development of a European identity and the need to reach future generations. Also in Emile Noël, the University Information division had a very committed ally, so money would always be allocated. But as the scale of European integration increased, the need and demand for regulation became stronger and the legal basis for operations supporting European integration studies was limited.

Timeline photo : © European Commission, Brussels

## 1980s



1980

UNESCO launches the UNESCO visiting chairs, inspiring Jacqueline Lastenouse to transfer the idea to European studies.

1985

The European flag is adopted by all members of the EEC.

1989

The Jean Monnet Action is launched and Emile Noël becomes the first president of the European University Council for the Jean Monnet Action.

“What was worse, we could not get universities to give appropriate visibility to ‘our’ people. They would be called professors in international law, economics or political sciences.

“Then in 1980 UNESCO launched the UNESCO visiting chairs and I remember thinking: ‘Ça ... c’est formidable!’

“I started compiling a file that was tentatively called ‘European Chairs’. It’s in the archives now. I wanted to do something similar for ‘our professors’, in their home universities and on a more permanent basis!”

Eventually, in 1989, this dossier would form the basis for the Jean Monnet Action (see inset: “They want a different name!”, on page 23). Once it was approved by the European Commission, it cemented the position of the work that Rabier had started and had been continued with the help of Emile Noël and the European Parliament. It also gave support to European integration studies an annual starting budget of ECU 1 million (European Currency Unit – the predecessor of the euro).

## “They want a different name!”

In the first days after he took up the position of Director-General of DG X in 1987, Manuel Santarelli went around the corridors in the evenings, looking for familiar faces. When he saw the name of Jacqueline Lastenouse he entered her room. They had been trainees together in the early 1960s.

“Manuel took a chair, turned it around and sat down,” Lastenouse remembers. “Then he said: ‘Alors Jacqueline, do you have any ideas about revamping our work a bit?’”

Lastenouse thought of her ‘European Chairs’ file. She took the folder and briefed Santarelli about her ideas.

“The next morning, after reading my background notes, he called and simply said: ‘Jacqueline, je marche!’”

Over the course of a few days (“and nights!”) she structured the ideas. Then she consulted the European Liaison Committee for the Conference of Rectors and University Chancellors. They invited her to present the proposals.

“We had to be sure that universities would accept co-financing, which was not quite normal yet at the time. We had seven or eight meetings and I found a number of very good supporters. We also discussed the project with the professors of the European studies associations. The document went to the Commission in 1989. We were terribly excited.

“Santarelli called me in the evening after he had presented it. He said: ‘They accept the idea, but they don’t want the name ‘European Chairs’. If you have a new name by tomorrow morning, half past nine, it can be adopted by the Commission as an A Point [a decision without discussion].’

“I spent my night thinking. I didn’t want to use the name of yet another ancient Greek or Roman. And then it suddenly hit me. Of course! The man who was responsible for all of what we had been doing! First thing in the morning, I contacted the author of Jean Monnet’s biography, François Fontaine, to ask if it would be a problem to use the name, but he thought it would be okay. Then I called Emile Noël and he thought it was a good idea too. Before 9 am I put the paper on Santarelli’s desk.”

The Jean Monnet Action was adopted as an A Point. It would be a three-year project.



Jacqueline Lastenouse



## The first call for projects

The response to the first call for projects was overwhelming. In fact, never again would so many proposals be submitted. The Directorate-General received 1354 proposals for Chairs, modules and research grants, and 220 of these were launched in 1990.

“We could honour just one or two percent of these. Emile Noël said that we should take more applications and then see our friends in the European Parliament again to get more money,” Lastenouse remembers. “But I said no, you know the rules. But we did it anyway and got the three extra millions that we needed.”

Eventually, the budget from the first year was extended every year by extra funds from the European Parliament. As such, in the third year, a whole ECU 3 million were earmarked for the first selection round, another ECU 2 million for the second selection round and an additional ECU 2 million for extra projects in Poland and Hungary.

Timeline photo : © Reserved rights

## 1990s



**1990**

The first 220 Chairs, modules and research grants are launched.

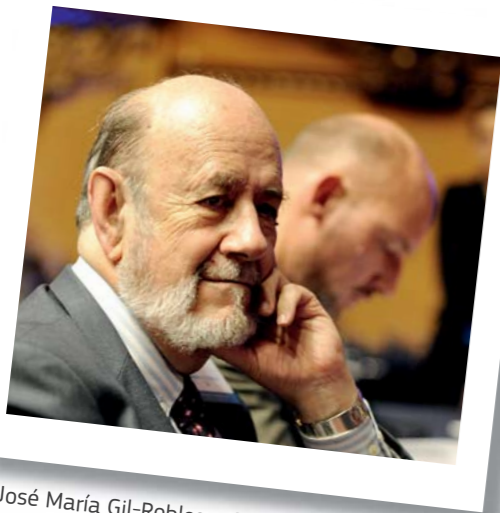
**1993**

Support is extended to Poland and Hungary through the Jean Monnet Action.

**1997**

The Czech Republic also receives support through the Jean Monnet Action.

Leo Tindemans becomes the new president of the European University Council for the Jean Monnet Action.



José María Gil-Robles y Gil-Delgado

## A think-tank for the European Commission

The European University Council (EUC) helped to develop the support for Jean Monnet Centres of Excellence and proposed ad personam Chairs. It also supported publications by groups of Jean Monnet professors, which often served as inputs in EU policy development. As such the EUC and the Jean Monnet network served as a think-tank for the European Commission.

Indeed, some Jean Monnet professors would be engaged even more directly in European policy-making. As an example, several were involved in the drafting of the Commission's 2001 White Paper on European Governance.

Today, the roles of the EUC have to some extent been taken over by a committee of experts, which helps with project selection, and by the Commission itself, which gradually came to exert greater influence on the conferences and the topics they covered.

More than half of the 220 projects launched in 1990 were aimed at developing teaching modules in European studies. The majority of the 46 original Chairs were in France, Germany, the UK and Spain. Italy had a large number of modules and took 8 of the 24 research proposals. The total number of participating countries was 11.

Chairs were granted to professors who introduced new courses and modules. In order to recognise the work of professors who could not obtain a Jean Monnet Chair because they already provided such courses and modules, ad personam Chairs were introduced in 1996.

## Stakeholder involvement

Projects were selected by the European University Council (EUC) for the Jean Monnet Action, which safeguarded academic autonomy. The council was established together with the Jean Monnet Action and was headed by Emile Noël, who by then had moved on to become president of the European University Institute in Florence.

Four members of the council had been appointed by the European Liaison Committee of the Conference of Rectors and University Presidents of the Member States. The other four members were professors designated by the European Community Study Association (ECSA). They represented national European studies associations, the establishment of which Jacqueline Lastenouse had further intensified her campaigning for in the late 1980s. The role of these associations of European studies would be even further strengthened through their umbrella organisations, ECSA and ECSA World, which came to play a key role in the numerous research projects, conferences and seminars organised in the following years.

## Mainstreaming European studies in the Member States

In the first decade of the Jean Monnet Action, the European Commission supported research projects that brought together Jean Monnet Chairs from different disciplines (mainly law, economics, history and political science). European networks were built and their work was promoted by publishing their studies. In this way, within a few years a strong 'Jean Monnet' identity was developed among academics in European studies in the Member States.

Seven books were published with the help of the Jean Monnet Action, covering subjects such as the Maastricht Treaty, employment and the Intergovernmental Council, to name but a few.

The European University Council for the Jean Monnet Action was deeply involved in the direction, content and shape of the programme. One of the professors on the council was Italian Antonio Papisca.

"We did a lot more than selecting projects," he remembers. "We provided expert advice to the Commission. For the Jean Monnet Action itself, we helped to select priority areas and promoted interdisciplinarity [the combining of two or more academic disciplines]. We also chose topics for the conferences.

One of my concerns was the underrepresentation of human rights and world order issues, which eventually became the topic of a large conference in 2004 when I was the president of the ECSA.”

Other topics that were covered by the Jean Monnet conferences that were organised every other year included intercultural dialogue, enlargement, the euro, economic governance and globalisation.

Another Italian university which promoted rights issues through Jean Monnet activities was the University of Bologna, where Professor Lucia Serena Rossi holds an ad personam Chair and has coordinated a series of Jean Monnet projects.

“Our second Centre of Excellence was on fundamental rights,” she recalls. “After the Charter on Fundamental Rights was proclaimed by the Nice European Council of 2000 this became a big topic.

“The Jean Monnet resources also helped me to organise a large conference here in 2003. This would otherwise have been impossible. Jean Monnet support also allowed us to invite people here that would not otherwise have chosen to come to a conference on this topic, which was really good.”

Rossi was one of the first to publish a book about fundamental rights in Italy.

“The great thing about Jean Monnet support is that it helped us to develop so many initiatives that are still on-going, such as the Bertinoro Summer School on the protection of fundamental rights that we organise with Strasbourg and Kings College. We also founded the European Observatory of Fundamental Rights in Rome, which monitors how ordinary judges use and interpret the charter.”

## Project funding developments

The 1990s were years in which project funding was only gradually becoming commonplace in continental European higher education. Even academics who had been involved in the work of DG X were sometimes hesitant to enter the arena of competitions for grants, but as they did, they found some valuable benefits.

In 1993, the Jean Monnet Action was granted a new three-year lease of life by the European Parliament. The budget by then stood at ECU 3.5 million, where it would remain for several years. Throughout the Member States, in just 10 years, the programme, its Chairs and its Centres of Excellence had become the hallmark of quality in European studies.

## More than economics and law

A 1971 recipient of a grant from the University Information Unit, Antonio Papisca of the University of Padova is one of the few European academics to have acquired the title Jean Monnet Chair Ad Honorem. A renowned human rights and world order specialist, he was concerned that not all Jean Monnet work should be taken over by economists and lawyers, because **“there is so much more to Europe than trade and legislation”**. He used his position on the University Council for the Jean Monnet Action to lobby for this, and for increased interdisciplinarity which could help to mainstream human rights issues in other fields of study.

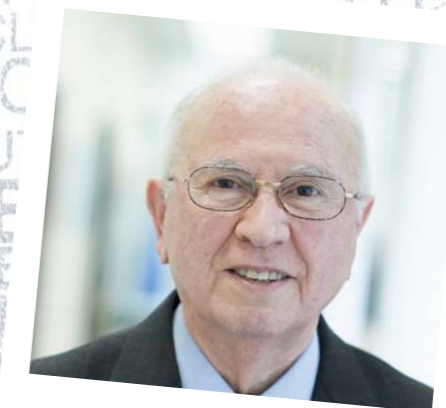
“In the beginning it was not easy for subjects like human rights,” Papisca recalls.

“It was also difficult to involve my own university, because of my conflict of interest on the Council. But in the second year my colleagues got two Chairs approved; one strengthened the teaching of European law and the other covered the European political system. Both still exist.”

Professor Papisca also highlighted the strategic role of the Jean Monnet programme and the immense added value due to its teaching and research components. All students who have attended Jean Monnet courses have considerably increased their awareness of being EU citizens. Papisca adds:

**“We should not underestimate the impact of the Jean Monnet programme. It serves as an example for good practice in inter-university cooperation. It is a model of solidarity. UNESCO has its own chairs, but I know they highly consider Jean Monnet Chairs and the status these bring.”**

“The Jean Monnet programme has immense added value through teaching and research. The students attending the Jean Monnet courses are aware of being EU citizens.”



Antonio Papisca

## A house full of books



**“One day, his house is going to fall down on him for the weight of his books,”** fellow bibliophile Péter Balázs says of his friend Marc Maresceau.

Maresceau met with the European Commission at the time when the first European Documentation Centres were being established. Maresceau’s university, Ghent University in Belgium, was an obvious target, not just because it was one of the first EU universities that put European studies among the obligatory courses for law students, but also because of his love of books.

Maresceau got his degree from Ghent University in 1971 – specialising in European law – but somewhat unexpectedly for a lawyer, he had a strong aversion to big dossiers. When the Jean Monnet programme finally took off in 1989, there wasn’t a great temptation for him to sit down with the paperwork needed for a grant.

**“Colleagues from big universities were hesitant initially, like me. Later, when I wanted to set up a project with Alan Dashwood of the University of Cambridge, he reacted similarly.**



Marc Maresceau

**But in Law and Practice of EU External Relations – which we edited and which became as close to a bestseller as you can get in our field of study – we were the first to acknowledge that without the Jean Monnet programme, publishing it would simply not have been possible.**

**“Although Jean Monnet financial support is always an important incentive to set up a project and bid for additional and new funding, in my academic experience, the money itself was not what made the programme most worthwhile. A Jean Monnet project is a strong qualitative boost to the international network it creates. Such networks are indispensable in our field. Teaching and research in European law, because of its very nature, cannot develop in a parochial way. Developing these networks and institutionalising contacts is exactly what the Jean Monnet programme helped to accomplish and it did so with tremendous success.”**

## Preparing for membership

In 1993, Poland and Hungary gained access to the Jean Monnet Action. The foundation for this had already been laid in the 1970s and a number of people in Hungary had already developed close links with the University Information Unit by this time.

Two of these were Tibor Palánkai of Corvinus University, who stood at the cradle of European integration studies in Hungary, and former Minister of Foreign Affairs and European Commissioner Péter Balázs, who now teaches at the Central European University in Budapest.

Palánkai first started collaborating with the University Information Unit in 1967. Balázs became acquainted with the Jean Monnet programme after he wrote Foreign Policy of the EU and his then colleague Palánkai told him to turn it into a Jean Monnet module.

Both were involved in the steps leading to Hungary joining the EU in 2004 and both agree that the Jean Monnet programme played an invaluable role in this, albeit in a manner that is difficult to quantify.

**“In most countries there was a group of knowledgeable people who knew a lot about the EU,”** says Péter Balázs.

**“When Hungary got the first questionnaire from the Commission, the Gyula Horn government realised the seriousness of the accession requirements. Those of us specifically involved in preparations for accession were in the Ministry of External Economic Relations. After the questionnaire we were moved to the Ministry of Foreign Affairs. When things started to get really serious, the government had to enlarge that group. Eventually, all ministries got their own EU units and the people who worked in these units had all studied European affairs. They had been students that followed the courses supported by the Jean Monnet Action.”**

They were Palánkai’s people.



The situation was quite similar in other central European countries preparing for accession. Only given access to the Jean Monnet programme in 1993, Poland already had six Chairs by 1994. Hungary had four. As Palánkai remembers it, direct government requests started coming under a special arrangement in 1997.

“We needed EU expertise and so we started to teach European integration issues in new ways. One of these was making them compulsory material for all economics students.

“The other thing we did was set up expert training. We started different levels of European specialisation training with two or three courses per semester. Students who followed these courses got a card inserted in their diplomas that showed their specialisation in European studies. This helped them to get jobs related to EU integration.

“It is difficult for us to follow students. We don’t do systematic tracer studies. But it is clear that there were dozens of students that benefited from this kind of training. Enikő Győri, the current State Secretary for EU Affairs in Hungary, was my student. The Deputy State Secretary Bálint Ódor, is also one of my former students.”

In fact, one of the first Jean Monnet Chairs of Hungary was Ferenc Mádl, who had taught European law at the prestigious Eötvös Loránd University in Budapest since the 1970s, and would go on to become the country’s president between 2000 and 2005.

“There is no doubt that the Jean Monnet programme contributed greatly to what we have here now. It helped with relations, but it also helped from the point of view of university leadership. Without it we would not be doing all the teaching that we do here today, because for every supported Jean Monnet module, the rector would have signed an obligation to continue the courses.”

In 1997, the Czech Republic was also added to the list of eligible countries. Lenka Rovna heads the Department of West European Studies at the Faculty of Social Sciences of Charles University in Prague. She was working in Canada when, in 1995, she was asked to come back to Prague to set up the department. This launched her into a career at the very centre of European integration studies and preparation for accession in 2004.

## ‘Interesting’ courses

Tibor Palánkai is an Emeritus Professor at Budapest’s Corvinus University, which has a solid international reputation for teaching in economics, management and social sciences. He studied at the university, taught at the university and even led the university as a vice-rector and as its rector.

“I got in touch with Jacqueline Lastenouse in 1967,” he explains. “I had been on a Ford fellowship in the US and when I came back to Europe, I stopped over in Brussels. Someone said I had to meet Lastenouse and through her I met many other people. She started sending us all the official European documents and we became a depository library for the European Community. I started to publish about European integration in 1968 and you cannot believe how crucial access to these documents was for us.

“There were half a dozen of us who worked a bit on European integration. We knew each other. I started my first teaching block on the theory of integration in 1973, but of course I had to be careful to cover western and eastern Europe.”

Palánkai’s actions were met with some resistance at first. “One day I got a call from the Central Committee of the Communist Party. The voice at the other end of the line said: ‘We heard that you have interesting courses on integration... don’t write it down’. Such were the days. Quite a lot was tolerated as long as you didn’t leave any traces.

“During the Stalinist days no one would have called, except a black car the next morning. Now, the guy who called me was probably one of my former students.”



Tibor Palánkai

## Looking beyond the EU

Tanel Kerikmäe is the acting director of the law school at Tallinn University of Technology, which today is the most important centre for European studies in Estonia.

“Estonia joined the EU in 2004, and my first contact with the programme was in 2003 when there was still no professorship in EU law yet,” he recalls. “The Jean Monnet programme gave us the chance to develop a curriculum and build on that.”

This development progressed at record speed.

“We now have 22 courses on EU law. Our support from the programme started from the first module. Then we got the Centre of Excellence, another module, a Chair and finally a programme on public awareness.”

Kerikmäe cannot emphasise enough what the pressure for interdisciplinarity meant for Estonia.

“The separate disciplines used to be very dogmatic and it was only when we got our first funding for a Centre of Excellence that the bridges between different fields of European studies were built. We also take interdisciplinarity beyond the social sciences, building bridges with science and technology.

“The centre established a broad foundation for our EU studies, which are now a field of research with a very strong international focus. Because the lawyers for the Estonian judicial system are trained in Tartu, we in Tallinn are free to take a more neutral position and that has made us a very attractive target for an international audience.

“We have 800 students, with a quarter of those coming from abroad. This includes 50 students from Georgia and different groups from Finland, the Ukraine, Sweden, Luxembourg and Belarus. We are internationally well established now.

“We also train trainers in other countries, such as in Moldova where we support the development of European curricula. My colleagues are all very international; one is now in Jerusalem, again working on EU studies. We have run projects in Central Asia, Jordan, Moldova and Palestine, and the development of all of this started with the Jean Monnet programme.”



Tanel Kerikmäe

In Prague, she founded the Europeum, which provided a training programme on EU matters for civil servants and private sector employees.

“This programme was developed before accession. We started in 1998, reforming the Czech civil service. We developed a course combining three disciplines: the history of political sciences, economics and law. All civil servants were supposed to pass courses. The ministry recognised these courses, and all civil servants needed to pass them.”

While the programme contributed and even continues to contribute to preparations for accession and closer collaboration with the EU, not all countries directly employed the Jean Monnet funds in these preparations. The most active Jean Monnet hub in Estonia only got in touch with the programme in 2003, one year before accession. Today, however, its international outlook helps it train people from other countries, such as Moldova and Georgia, for closer collaboration with the EU.

## Influence

For western European academics pioneering European studies in the 1960s and 1970s, one of the great benefits of support was that it added weight to their calls for new curricula. A proposal for a new course had a much better chance of getting the blessing of the dean if it came with funding attached.

In central and eastern Europe, the programme had a similar effect around the turn of the millennium. The problem was slightly different in that many countries had national curricula that were incredibly rigid. Any decision-making power devolved to the universities was left with the deans, but without the required funds to actually undertake anything new. In these environments, a little money could achieve a lot. Co-funding was required, but in the end this was not a major problem.

In the new Member States too, Jean Monnet established itself as a prestigious quality brand, just as it had done in Western Europe since 1989. It did take a while for the name to become commonly recognised though, as this little anecdote from Péter Balázs illustrates:

Balázs has a sign on his office door indicating that it is the office of the Jean Monnet Chair. When his university installed new IT equipment, he entered his office on Monday morning to find two brand new computers: one for him and one for Jean Monnet...

## Klingon trial

Was there a surge in interest from the public administration, employers and lawyers after negotiations started in Croatia in 2004?

“Well yes and no,” says Siniša Rodin, who at the time taught at the Faculty of Law of the University of Zagreb.

“I had done a bit of lifelong learning work for judges, but it was normally to the same audience. After 2004 a demand was created, with pressure coming from the EU. But scepticism also appeared. I think that for many lawyers our courses were like watching a Klingon trial on Star Trek.

“Then one day someone called me from the Ministry of Justice: ‘Professor Rodin, we need some material for our bar exams because it is an EU requirement.’

“I said okay and asked how many pages he needed and what areas he wanted covered. He said he wanted no more than 30 pages and it was

up to me to include what I thought was needed.” Rodin pauses. “There was no way I could have said anything meaningful in 30 pages, so I started to bargain and ended up with 100 pages.

“Together with Tamara Čapeć, who is also a Jean Monnet professor, I produced a small booklet: Introduction to EU law. We didn’t write much about institutions, which I think was what they had been expecting.

“The popularity of the publication increased. After the Treaty of Lisbon, we expanded it to 200 pages and it is now permanently sold out. Then judges started to appear in larger numbers. I still wasn’t sure how much they understood, but there was a buzz being generated and today the audience for my lectures keeps growing.”

After accession, Siniša Rodin became the first Croatian judge at the European Court of Justice in Luxembourg.



Siniša Rodin





## From Action to Programme

The late 1990s were a time of important change in Brussels. The whole asset of the European Commission was reviewed with the creation of new Directorates-General (DGs) and the merging of some existing ones. As a consequence of this, the management of the Jean Monnet programme passed from DG Communication to DG Education and Culture (DG EAC).

Coinciding with the move to DG EAC, the geographical scope was extended to cover the entire world and the nature of the programme shifted slightly.

This had implications for the European University Council (EUC), where former European Parliament President José María Gil-Robles y Gil-Delgado took over the presidency from Leo Tindemans in 2001. For nine years, the EUC had been responsible for the selection of new Jean Monnet projects.

## 2000s

### 2000

Management is moved from DG Communication (formerly DG X) to DG Education and Culture.

### 2001

The programme is opened to the entire world. José María Gil-Robles y Gil-Delgado becomes the new president of the European University Council for the Jean Monnet Programme.

### 2006

The Education and Culture Executive Agency is created and takes over the day-to-day management of the Jean Monnet activities.

### 2007

The Jean Monnet Action becomes the Jean Monnet Programme, with the same status as programmes such as Erasmus and Leonardo da Vinci. All of these form part of the Lifelong Learning Programme.

The nature of the programme shifted slightly. Most significantly, the navigational and arbitrational roles of the European University Council for the Jean Monnet Programme diminished and were increasingly taken over by the European Commission. As such the role of the Jean Monnet programme as a political instrument increased.

This had implications for the council, where former European Parliament President José María Gil-Robles y Gil-Delgado took over the presidency from Leo Tindemans in 2001. For nine years, the council had been responsible for the selection of new Jean Monnet projects. But the times were changing, with relatively informal structures giving way to those that supported more transparent procedures, and after 2001 the pool of experts expanded beyond the council.

## Increasing demand

The scale of the programme kept increasing and the underlying aim gradually shifted towards raising awareness and deepening knowledge of European integration.

Such knowledge came in ever greater demand. The introduction of the euro had given the image of a united Europe a globally recognised visual and tactile identity, and expansion of the EU accelerated tremendously. Eight countries from Eastern Europe joined in 2004, along with Cyprus and Malta. Bulgaria and Romania followed in 2007 and accession negotiations were started throughout Southeast Europe after the restoration of peace in the former Yugoslav territories.

Small academic islands of European studies across the world were supported and, more importantly, connected to the backbone of the ECSA in Europe.

While the programme's scope expanded, the central building blocks remained the same: teaching modules, Chairs and Centres of Excellence.

Also unchanged was the requirement for interdisciplinarity and cooperation across faculties. Sometimes this was promoted within the universities; other times interdisciplinary cooperation across different universities was encouraged.

The demand for co-funding remained too. It had been one of the pillars of sustainability of the developed modules and cooperation, and would continue to be so.

## Cementing the programme

Marc Maresceau became the president of the ECSA World in 1999 and helped to steer the Jean Monnet Action through the turbulent years around the turn of the millennium.

He still believes that the integration of the Jean Monnet Action into the family of European education support activities was the most important thing that could have happened to it. His ideas were supported by Jean Monnet staff at DG EAC and Director-General Nikolaus van der Pas.

**“Between 1960 and 1990, a lot was achieved with a strong reliance on the ‘human touch’,” he says. “Now the time had come to create more stability and transparency even when, among academics, this was not always popular.**

**The search for the proper legal basis for the Jean Monnet programme also proved to be a difficult exercise.**

**“The indispensable adaptations were introduced in a gradual manner. Eventually, by late 2006, the Jean Monnet programme formally became part of the Action Programme for Lifelong Learning, thus providing a sound legal basis for financial support. This restructuring solidly embedded Jean Monnet into the European family of programmes and it provided a new boost to teaching and research in European cooperation and integration.”**



Marc Maresceau

Similarly the grants remained modest, but they were still able to have a great impact on projects in Member States and other countries worldwide. Amy Verdun, the founding director of one of the largest centres of European studies in Canada at Victoria University, British Columbia, credits Jean Monnet support for opening the door to many Canadian and international grants that focus on European Studies, for allowing her to host a number of Centres of Excellence, and for securing the continuity and success of the university's European Studies programme. Victoria University currently has three Jean Monnet Chairs and one Centre of Excellence.

“In North America, particularly in the USA, the idea of having regional studies is not popular,” she explains. “So when someone is willing to provide financial support for teaching something, it just adds impact. And once you are established, the multiplier effect of co-funding is tremendous.”

In 2007, the Jean Monnet Action was made a full-blown programme, on a par with, for example Leonardo da Vinci, Comenius and Tempus. Together with the other strands of EU education and training support, it became part of the Lifelong Learning Programme (2007-2013). The total budget for the projects increased to EUR 42.5 million over the seven years.

## A prestigious passport

Toshiro Tanaka is about as European as a Japanese citizen can possibly get.

His research has focused on European integration since 1971. He studied at the Fletcher School in the USA, in Sussex (UK) and later at the European University Institute in Florence (Italy). In the 1980s he worked for the Japanese diplomatic delegation in Brussels. He was a founding board member of ECSA Japan (now EUSA Japan) and from 2008 to 2011 he was the director of the EU Studies Institute in Tokyo, of which he is still a governor.

Today he is a Professor Emeritus at Keio University, specialising in European political integration. He holds an ad personam Jean Monnet Chair.

“Sometimes I feel as if I am doing an outreach programme for the EU. Like when people ask me who Jean Monnet is. But it illustrates how important our work is here.”

“For Japanese people, it is difficult to picture the EU. The individual countries are known and popular here, but the Union as a whole is much less tangible. Press coverage on the EU here is much less than on the USA.”

The lack of familiarity goes in both directions though. When Tanaka applied for a Chair, the Commission initially turned down his request because they said that Tanaka already had a chair. Tanaka protested in Brussels that this was a different Tanaka, and only then did both Tanakas get a Chair.

“With the development of European political integration and the introduction of the euro, press coverage has increased,” says Tanaka. “Still, the Japanese see the EU mostly as an economic project. I’m trying to change this, showing that it’s still a political project too.”

“The support from the Jean Monnet programme is indispensable. The grants are small by Japanese standards, but the access to the network is vital for academics and students in this specialisation. A Jean Monnet Chair is a prestigious passport indeed.”



Toshiro Tanaka



## Please just apply

Roman Petrov has held a Jean Monnet Chair in EU law at the Kyiv-Mohyla Academy since 2010. He wrote and taught the very first Jean Monnet module in EU law in Ukraine at the Donetsk National University.

“My first contact with the Jean Monnet Action was pure curiosity,” he laughs. “When I graduated in 1996, I wanted to study EU law. I got an LLM [Masters of Laws] from Durham and decided to develop a course. Of course developing a course in Ukraine was one thing; getting it approved was a different thing altogether and my course sat in a drawer.

“A couple of years later the European Delegation invited me to a tour of Brussels. I wanted to meet the Jean Monnet people. When I met Jacqueline Lastenouse she said: ‘Mr Petrov, this is our Ukraine file and it is empty. I don’t care that you are young, please just apply.’

“In Ukraine, it is not easy to get a module accredited. Colleagues are often afraid to apply because they are worried that they will not be able to get their modules accredited and recognised. But my dean in Donetsk was very open-minded. When I came back from Brussels I asked him if he would support my application to the Jean Monnet programme. He said that he would and he kept his promise. I even got an award from the regional government from it.



Roman Petrov

“When my dean retired I felt that support for my work waned in eastern Ukraine. I moved to Kiev where they were really interested in setting up a similar course. You see, in Ukraine you cannot do this on your own. When I moved to Kiev I already had degrees from London and Florence, so I had a network of colleagues who helped me a lot. And not by chance, most of these were Jean Monnet professors. People like Müller-Graff, a Jean Monnet Chair from Heidelberg, and Van Elsuwege from Ghent University. They came over to give lectures on my invitation.”

Petrov’s network in Ukraine is strong, even beyond the Jean Monnet programme.

“We now have several Centres of Excellence in Ukraine. The cooperation goes right across disciplines, which is important. We have people from different areas connecting and a number of joint projects. But the most urgent issues right now obviously relate to the state this country is in. I can see that most of our network is engaged in the changes in society.”

In fact, as he put the phone down after the interview, Roman Petrov went back to work on a draft statement offering the services of the European Studies Association to the new government of Ukraine.

## Outreach beyond academia

Some of the Jean Monnet projects have made serving their local community a primary goal.

One example of this is the University of Lincoln in the UK, where decades of work by Pam Barnes and her colleagues have made the university a key source of information on EU issues for the local community.

“We had a series of regular Jean Monnet modules and managed to open these programmes up to the local council, to local non-governmental organisations [NGOs] and to legal professionals,” she says.

“At open days, people would walk in and we would ask them if they were candidates for the courses. But they had just come to have a look. The university has done so much for this city. The programmes were things the local community had asked for.

“I think the link with the local community is crucial. I am interested in European integration as an academic discipline, but we live in Europe. The outreach part of the project is so important. So much of the scepticism is based on a lack of knowledge. It is important for us academics to get our knowledge out to the people.

But is informing citizens not the responsibility of the people in Brussels?

“How many people are there in Brussels?” Barnes asks. “The higher education institutions are in the local communities. Also, we are using public money. So why should the public not have some benefit from it?”

The outreach work of others, such as Marc Maresceau in Ghent, has been much more international. It has marked students from around the world who saw the value of involving others in society and took the idea to places where such outreach was still less common.

One of these is Sharon Pardo, who successfully introduced outreach work at Ben-Gurion University of the Negev in Israel (see inset: A maze of institutions and acronyms, on page 49).

## Starting from scratch

Philomena Murray is a professor in the School of Social and Political Sciences of the University of Melbourne, Australia. She was the director of the university's Contemporary Europe Research Centre, and also holds Australia's only ad personam Jean Monnet Chair.

Originally Irish, Murray has worked in academia since 1989. Before that, she was a diplomat.

“When I arrived in Australia, I looked for EU experts and academics and it was difficult to locate any,” she says about her early years. She founded the Contemporary European Studies Association of Australia and set up a network of academics, members of policy communities and students. She also set up the first teaching subjects/course on the EU in Australia.

“A number of governments in succession had been quite critical of the EU, mostly because of the Common Agricultural Policy, but obviously, as the single market became a reality, politicians and the policy community in general became interested. In addition, Australian students are fascinated by Europe and by the European integration process. What particularly hits home here in Australia and in the Asia Pacific region more broadly is the role that reconciliation has played within Europe.

“I had been giving roundtable talks for the Australian Government's Department of Foreign Affairs and Trade. They had also approached me for policy advice. I invited officials who dealt with European affairs to conferences and events. I won tenders to run training courses for the Australian government regarding the EU and EU-Australia relations and developed training materials for government officials dealing with the EU and EU Member States. I have also delivered briefings for newly appointed ambassadors to the EU and Member States and provided training for journalists.

“I sought Jean Monnet funding over the years, but wasn't able to because we were a third country. After I met Jacqueline Lastenouse, I applied for a European Documentation Centre.

“The first time I was able to apply officially was in 2001 and I was awarded the first Chair in Australia, which paved the way towards an incredibly powerful network.”

Over the years, Professor Murray has won more than a dozen Jean Monnet grants.



Philomena Murray



## Awards

In the years 2007–2010, the Jean Monnet programme gave an annual award to people whose service to European integration studies had been exceptional. In 2007, the first award was given to Wolfgang Wessels, while in 2008 the winner was Dai Bingran (see inset: The Chinese connection, on page 18) of Fudan University in China. In 2009 and 2010, the awards went to Catherine Flaesch-Mougin of the University of Rennes in France and Tibor Palánkai (see inset: ‘Interesting’ courses, on page 33) of Corvinus University in Budapest respectively.

## Studying Europe from a different perspective

The same Sharon Pardo is one of several non-EU academics who believe that there is an added value in having people such as himself study European Union affairs.

“The fact that we are based in a non-EU country gives us an advantage,” he says. “We are outsiders. We perceive the EU in a different way. We study it without being part of it.

“Of course, studying the EU in a country outside of it is also a challenge. We need our colleagues abroad so we organise an annual event on studying the EU outside the EU. We created a network with members from all over the world and we run an annual event with this network.

“But at the end of the day, we have a different perspective that may be difficult for European academics to emulate and that I believe is useful.

Other non-European Jean Monnet grant-holders agree.

Yudhishtir Rajlsar, who taught a Jean Monnet module at The American University of Paris, thinks that it is important to make more space for opinions from those outside of the EU. He believes that “we should develop more dialogue on researching the European project from other parts of the world.”

Several academics suggested that the programme could use the years ahead to set up a system that could help European universities and politicians step out of their own backyard for a moment and view Europe from a more distant perspective.

## A maze of institutions and acronyms

Sharon Pardo studied law at the University of Sheffield and did a PhD in Ghent with one of the colleagues of Marc Maresceau.

“Maresceau introduced me to the Jean Monnet programme and invited me to sit in on a lecture. I was amazed about the amount of knowledge I got out of it. It was the first time I had ever seen a purely academic lecture that involved the general public. There were politicians and civil society organisations there too. I was mesmerised and the experience was infectious.

“After I got my PhD I joined Ben-Gurion University of the Negev in Israel. A decade ago the relations between the EU and Israel were at a low point and European studies was a very underdeveloped subject here.

“In 2003, we established the Centre for the Study of European Politics and Society and I can safely say that the Jean Monnet programme gave it both the status and the knowledge. We set up new modules and activities that also reached out to the general public.

“Above all we attracted the attention of NGOs. Israel is a country of NGOs and they are basically divided into three groups. One group is not interested in EU issues. A second group is extremely interested, but finds EU issues too complicated. The third group knows all about the EU and does not need us.

“We needed to address the first two groups. We organised dissemination events for those who perceived Brussels as a ‘maze of institutions and acronyms’. We gave them the basic information about the EU institutions. We became their one-stop shop.

“In practice, it was easier to contact us than, for example, the EU Delegation. We speak Hebrew, Arabic and Russian. We understand what they don’t understand and we have developed experience in finding out what is useful for them.

“We also study EU relations in the context of the Arab-Israeli conflict. We highlight the European integration project as an exemplary model for peaceful coexistence. We could not have done this without the help of the Jean Monnet programme and its network.”



Sharon Pardo



## A glimpse ahead

Since 2014, all of the EU education and training support programmes have been grouped under the new Erasmus+ programme (2014-2020). EU studies are now referred to as Jean Monnet Activities under this umbrella programme. The types and objectives of support to European integration studies remain the same as the demand for knowledge about European integration continues to grow.

The redesigned set of opportunities enhances the participation of young researchers and integrates EU-related subjects throughout curricula. This answers a real need for graduates and helps to strengthen active European citizenship.

For the first time, the description of the Jean Monnet activities now makes specific mention of 'fostering dialogue between the academic world and policy-makers, in particular with the aim of enhancing governance of EU policies'.

## 2010s



### 2013

Croatia joins the EU, bringing the total number of Member States to 28.

### 2014

The Jean Monnet Programme celebrates 25 years of offering worldwide support to European integration studies.

The Jean Monnet Programme is incorporated into the new Erasmus+ programme as the Jean Monnet Activities.

Many of those involved in the current programme and its past iterations have asked for such a dialogue. After 25 years, the Jean Monnet network has become a tremendous source of knowledge and expertise. Its potential as a virtual think-tank on European integration is probably unparalleled. With Europe at a crossroads, facing some historic challenges in areas such as monetary union and foreign policy, this network is a resource whose involvement in exploring solutions to these challenges has clear merits.

Such involvement is also called for by many of the Jean Monnet Chairs.

“We must maintain and further develop the engagement between universities and policy-makers,” says Pam Barnes of the University of Lincoln, echoing the view of many others. “For politicians, this offers a rare opportunity to brainstorm in a non-threatening environment. This really allows for critical dialogue.”

Wolfgang Wessels of the University of Cologne believes that policy advice requires structured, ad hoc meetings; ‘he says’. “The annual meetings in Brussels are a real networking experience.”

The idea of consulting experts who can look at the EU from a more detached perspective also finds broad support.

Yudhishthir Rajlsar of The American University of Paris, thinks that it is “extremely relevant to develop the programme in such a way that there are many more real outside voices. People sitting there outside Europe and sharing their views can contribute valuable insights to the debates.”

Sharon Pardo of Ben-Gurion University of the Negev in Israel shares this view. He also believes that the strong reputation of the programme allows it to “reach out even more to third countries, particularly in the immediate neighbourhood. The east and south of the EU are undergoing major changes. For us, the EU has served as a model for peaceful coexistence. As a beacon of values it can do the same for southern neighbours that are finding new ways, if we can deepen our outreach.”



Another virtually universal call was for the rejuvenation of the network. Pam Barnes of Lincoln University says that she “noted with interest how the new programme supports young academics specifically.

“This is a particularly important objective. Jean Monnet Chairs are generally very committed to mentoring others. It is vital to support this, because many of them still see the EU as a means to achieve peace and prosperity in Europe, while many of my students just see the EU as a single market. And to quote Jacques Delors: ‘You cannot fall in love with a single market’”.

Finally, José María Gil-Robles y Gil-Delgado, the current President of the European University Council for the Jean Monnet programme, thinks that the network of intelligence has even greater potential than is currently being utilised.

“The importance of EU accession is diminishing,” he says. “European economic integration has rapidly become one of the greatest challenges of the moment. The Jean Monnet network can be mobilised to think about this. Another challenge where a similar role could be foreseen is in the need for a clearer common foreign policy, which has quite quickly and acutely appeared in the Ukraine crisis.”

José María Gil-Robles y Gil-Delgado also thinks that it is important not to let the global expansion go at the expense of support to EU research.

“ There is still so much we need to develop and we need all the help we can get from the academic community. We have to remember that in European integration, everything has to be built from scratch. That is, not just the institutions, but the whole European fabric. The entire European identity!



# The Jean Monnet Activities

Present in

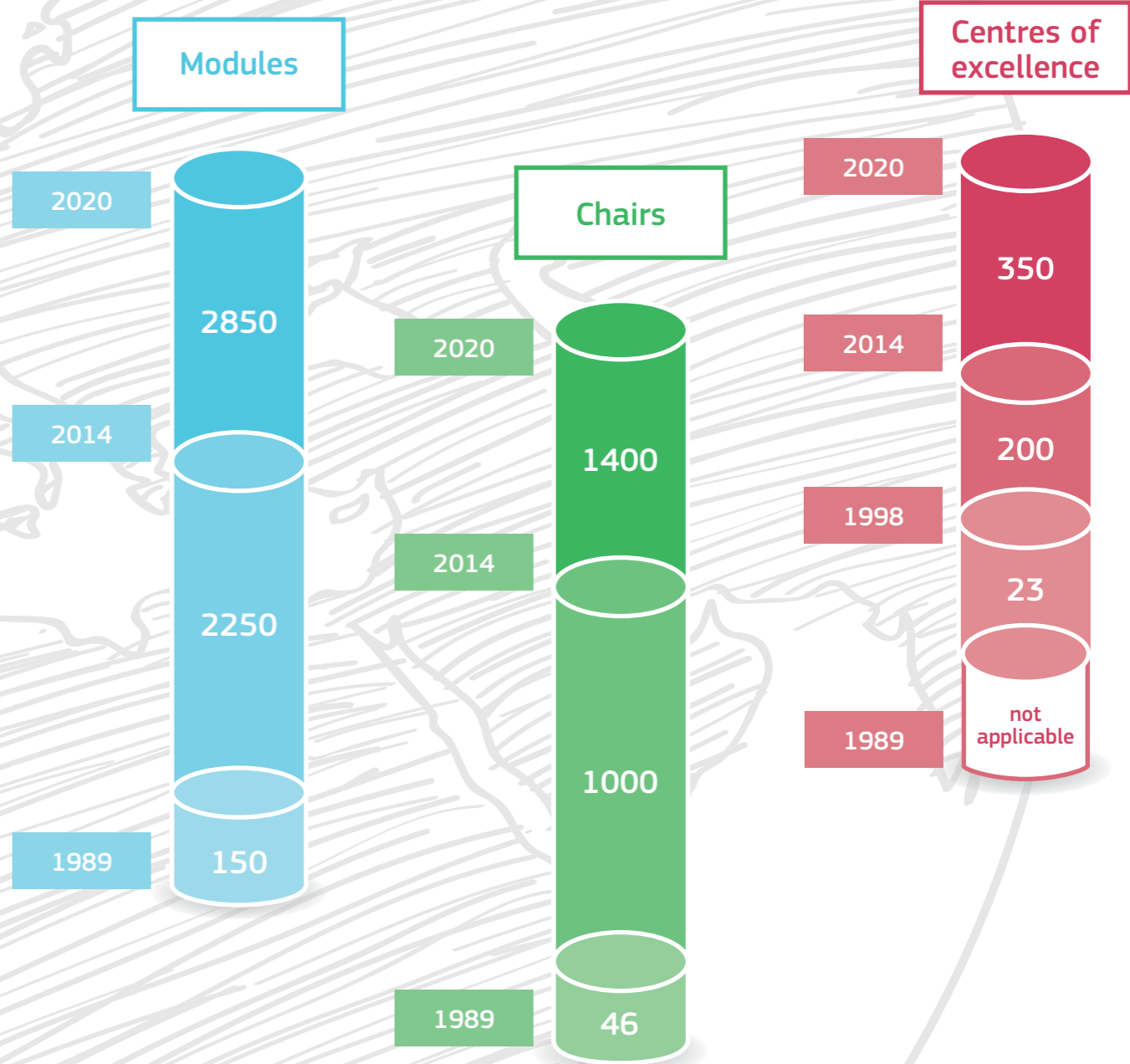
**78 countries**

Financed

**4 000 projects**

Budget 2014 - 2020

**€74 Million**



## Jean Monnet terms

**Jean Monnet Chairs:** full-time teaching posts that specialise in EU studies for university professors or senior lecturers.

**Jean Monnet Modules:** short, single or multidisciplinary teaching programmes or courses in the field of EU studies at a higher education institution.

**Jean Monnet Centres of Excellence:** multi-disciplinary structures pooling scientific, human and documentary resources for European integration studies and research within one or more universities.

**Jean Monnet Networks:** encourage the creation and development of groups of international higher education institutions, Centres of Excellence, departments, individual experts, etc.

**Jean Monnet Projects:** activities that promote innovation, cross-fertilisation and the spread of EU content from the ground up.

## Jean Monnet in a nutshell

The EU's Jean Monnet Activities offer worldwide support to European integration studies.

The most important modes of support have been grants for the development of teaching modules in European integration studies, the designation of Jean Monnet Chairs and financial support for Jean Monnet Centres of Excellence for teaching and research. Networking activities and other research activities are supported too. Cooperation across different institutions and with partners outside higher education institutions is encouraged.

Grants are a trigger for the development of initiatives, in spite of their modest value and dependency on co-funding. Strong support from the university management is a must because grantees are required to continue activities for a number of years after support has ceased.

Over the years, interdisciplinarity has come to grow in importance and is now actively promoted. Indeed, a solid understanding of European integration requires insight from history, politics, economics, law and other disciplines.

The current and former Jean Monnet Chairs form a very strong professional network. Being awarded a Jean Monnet Chair is seen by many as a valuable entry ticket into the international community of European integration researchers.

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