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First progress report on action undertaken by the
Member States and by the European Community with a view to
strengthening the European dimension in education

(Commission Staff Working Paper)

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1. This is a report on action undertaken by the Member States and by the Community to strengthen the European dimension in education pursuant to the Resolution of the Council and the Ministers of Education meeting within the Council of 24 May 1988.

The objectives set out in the Resolution are to:

"- strengthen in young people a sense of European identity and make clear to them the value of European civilization and of the foundations on which the European peoples intend to base their development today, that is in particular the safeguarding of the principles of democracy, social justice and respect for human rights;

- prepare young people to take part in the economic and social development of the Community and in making concrete progress towards European union, as stipulated in the European Single Act;

- make them aware of the advantages which the Community represents, but also of the challenges it involves, in opening up an enlarged economic and social area to them;

- improve their knowledge of the Community and its Member States in their historical, cultural, economic and social aspects and bring home to them the significance of the cooperation of the Member States of the European Community with other countries of Europe and the world."

2. This Resolution of 24 May 1988 on the European dimension in education elicits two comments:

- The concept of a "European dimension" is one which is difficult to circumscribe within the context of the Resolution, for any action undertaken at the Community level in education itself contributes to develop this European dimension. The Resolution thus gives "added value" to all Community action.

- By explicitly mentioning previous texts (the Stuttgart 1983, the Fontainebleau 1984 and Milan 1985 declarations), the Resolution goes beyond mere calls for action and is set in an approach of openness designed to encourage action in the field of education without imposing any inhibiting or regulatory framework.

The scope for tangible measures is therefore very considerable. The central feature of action taken within the framework of the Resolution and summarized in this report is the innovatory spirit.

3. In order to attain these objectives the Resolution sets out a series of measures mainly concerning:

- for the Member States: school curricula and educational systems; teacher training; teaching materials; mobility of pupils and teachers;

- for the Community: support for teacher training establishments; fostering of a summer university every year; assistance in disseminating information and in analysing existing teaching materials; support for a large number of non-governmental organizations, associations, etc., both to enable them to cooperate at European level (meetings, conferences) and to assist them in projects aimed at the European dimension in education (creation of teaching material, case studies, publications).

The Resolution also asks:

- Member States to provide a policy document which can be distributed to schools and to implement concrete measures over the period 1988-92;

- the Commission to support action undertaken by the Member States in conjunction with a working party made up of representatives from the Member States.

4. This report includes:

- a summary of action undertaken by the Member States;
- a summary of action undertaken by the European Community;
- follow-up and assessment of action undertaken.

The report has been drawn up on the basis of national activity reports and policy documents forwarded to the Commission by Member States. Copies of these reports have been sent to Working Party members.

A. SUMMARY OF ACTION UNDERTAKEN BY THE MEMBER STATES

5. The documents provided devote a variable amount of space to activity reports and policy guidelines. Three lines are nevertheless pursued to varying extents by all the Member countries:

- a Community ideal, linking the undertakings made to the context of integration and the date of 1992. This approach is based on Community texts and stresses (French-speaking community of Belgium) that the Member States must achieve "a comprehensive and coherent common political approach" (Stuttgart Declaration 1983);

- a humanist ideal giving pride of place to the idea of a society striving towards international understanding and confident that the Community will give a greater impetus to peace, democracy and a sense of international solidarity;

- an international perspective based on the development of a multi-cultural Europe characterized by increased mobility of young people and an intercultural civilization.

6. The most specific "Community" content comes out in:

- the reiteration of belonging to the Community;
- the concern to make European citizens;
- the concern to work towards a European identity;
- the reference to gradual construction of a Community which will "provide an economic, social, cultural and political area based on the agreement of the parties involved and on their diversity" (French-speaking community of Belgium);
- the conviction that "the Community's task is, by finalizing the single market and gradually making the economic and social policies of the Member States converge, to coordinate the development of conditions of life within the Community" in order to achieve European union (Germany).

7. The more human and international angle comes out in:

- the awareness of the role which the Community plays in developing international solidarity and peace;
- the assertion of a specific identity, European admittedly, eager to cooperate with the Member States, but also showing solidarity with countries of eastern Europe or countries having specific characteristics, e.g. Atlantic and Mediterranean (Spain);
- the concern to create among young people a sense of being European and without which it is not possible to build a united Europe in which peace becomes a reality and solidarity and the respect for human rights are fundamental values (Portugal);
- the attention devoted to multiculturalism and solidarity with third world countries;
- the quest for a Europe "working to consolidate a culture of communication and development to make the Europe of the cultures transcend that built on economy and trade" (Italy).

8. In all countries, the reference to "values" is explicit. This reflects a resolve for understanding, openness to multi-cultural aspects, awareness of human rights, standing up for freedom and democracy, and a resolve to safeguard peace.

While these themes are being developed in all the member countries, the humanist and internationalist angle seems strongest in the smaller countries and the southern countries while in the longer standing members of the Community it is the Community angle which is most marked.

9. Whatever the contents of the documents forwarded and the variety in presentation, the commitments and policy guidelines as regards the taking on board of the European dimension are reflected in:

- a radical reform of the education system

This is the case of Spain, Ireland and the United Kingdom.

The reforms undertaken in these countries share a common concern, viz. to improve the quality - perceived to have been hitherto inadequate - of the education provided and in so doing to take due account of the completion of the internal market in 1992. The extending of the school leaving age to 16 in Spain, the far-reaching reform of the end-of-secondary school examinations in Ireland and in the four cultural areas of the United Kingdom are presented as incorporating the European dimension in the new curricula.

- in ad hoc structures set up to promote the European dimension in education.

This is the case of the Netherlands and Portugal.

- The "Platform for education in the Netherlands" is a provisional structure set up because the Dutch state has no authority over education. This structure centralizes action taken on the European dimension in education and provides a stimulus for the educational establishments, these being the sole authorities competent for educational matters. The stated aim is to create "conditions favourable for introducing Europe at school" and to act as a catalyst for mobility in a country which has no great tradition of educational exchanges;

- the Portuguese programme "European dimension in education" embraces all the projects and activities specifically designed to enhance the European dimension in education. It was set up in 1986 when Portugal joined the Community. Its two stated aims are to "Coordinate action and set up structures";

- in the setting up of flexible structures (working parties, study groups) within the different ministries to promote the European dimension in education. This is the approach adopted by France, Greece and Belgium's Dutch-speaking community to show their political resolve;
 - in the reiteration of an old tradition - which existed before the Resolution - of taking account of the European dimension. This is something which is stressed by Germany, Belgium's French-speaking community, Italy and Luxembourg; in the first two of these countries the European dimension in education has been a feature since 1978, while Italy points to its commitment to a tradition of pedagogic cooperation with the federalist movements.
10. All in all, the activities of the Member States are in line with the move towards European integration and are set in a perspective of innovation. They cover all the points mentioned in the Resolution: school curricula and educational systems; teacher training; teaching materials; mobility of pupils and teachers. They are presented as the first phase of a recent approach and should not be considered as completed or even as assessed to any appropriate extent.
11. The European dimension in school curricula
- None of the Member States wants the introduction of a specific "European dimension" course and all look upon its consideration as something to be incorporated in the most appropriate areas of the school curricula and taught across the full range of subjects. Nevertheless, two levels of differentiation can be perceived. The first is between countries where educational reform is under way and the other countries, while the second stems from how the European dimension is handled in the curricula.
12. Among the Member States which have embarked upon a reform of their curricula.
- Ireland has just begun a process of reform of its examination system which will come into force in 1992. The National Council for Curriculum Assessment has incorporated the European dimension essentially in its history, geography and economics subjects. The Community institutions and the history of the European Community will henceforth be included therein.
 - In the United Kingdom, this European dimension is being phased in across the board throughout the new basic curriculum applicable in England and Wales. To be specific, it will be incorporated into history and geography in autumn 1991 and in the arts in autumn 1992. The learning of foreign languages has been made compulsory throughout the United Kingdom. European studies are planned at secondary education level and a working party has been set up on "Europe in the school curriculum" in order to pave the way for the European dimension in education.
 - In Spain, the relevant consolidated law (Ley Organica) also introduces the European dimension in social science subjects (history and geography). It also explicitly covers the European dimension to be incorporated across the full range of subjects and provides for the learning of a first foreign language at the age of 8 and a second at 12.

- In Luxembourg, the new plan for primary education takes into account the effects of European integration.

13. In those countries where ad-hoc structures or working parties have been set up; - the "Platform for education in the Netherlands" centralizes nationally the action taken. Its mission is to give a European dimension to educational programmes as a whole.

Portugal's "European clubs" offer activities related to the European dimension and which are optional individually but incorporated into school life from an interdisciplinary standpoint.

- The remaining countries claim to have already introduced the European dimension to education or announced their intention to consolidate this as and when certain aspects of their programmes come up for reform (Greece). Consequently, as things stand these countries have merely made recommendations that "issues hitherto treated from a national standpoint should be henceforth dealt with in a European perspective" (Belgium/French-speaking community). For Germany, questions concerning Europe and its development should be a compulsory part of all educational channels in the subjects of geography, history, sociology/politics and any subjects of an economic or legal nature. In France, the Commission nationale des programmes (national committee on curricula) has recently proposed that the European dimension be stepped up in a new literary stream of secondary education.

14. Educational content

- All countries give substantial space to the European dimension in the teaching of history and, where applicable, civics,

- the Benelux countries stress that their teaching approach to history is naturally European inasmuch as their history blends in with that of their European neighbours.

- France describes a teaching approach to history and European civilization of the overall type, which dates back to the influence of the historian Braudel, and a comparative type approach to international relations, essential economic and social issues, and social problems: "the history of individual nations are in fact national views of European history". France also provides for the European dimension through a teaching approach based on the one hand on gradual acquaintance and awareness and on the other around two focal points: cultural incorporating literary education and socio-economic covering history and geography with a balance between the past and the present.

- Germany follows suit by stressing that "dead" languages have a role to play in any in-depth knowledge of what we have inherited from the past.

15. Language teaching is naturally viewed to be essential and - as regards the intentions of the different Member States - is always undertaken with a view first to communication, primarily oral, and then culture. There are a vast number of innovations in foreign language teaching. These come in the form either of an earlier introduction to foreign languages in Spain, Scotland, France and elsewhere, albeit in a less obtrusive manner, or by offering the possibility of learning two foreign languages simultaneously (France). Most countries offer a limited choice of foreign languages. France offers up to 14 possibilities.

16. All countries mention the European dimension in their programmes for geography and economics, but little provision seems to be made in the context of European literature and aesthetic and cultural subjects are not mentioned consistently. The European dimension stated to be incorporated across all subjects in fact often appears restricted to the teaching of languages and social sciences. Ireland, however, states that the European dimension exists in the sciences as a factor for enhancing international cooperation, while Spain refers to the problems of ethics in the teaching of the natural sciences as an aspect of the European dimension. Germany advocates a more radical extension: "Mathematics and the natural sciences, along with technical teaching and philosophy, arts, music and sport must not and cannot be confined to national cultures, but are supra-national aspects shared by the whole of Europe, and are part and parcel of our common teaching tradition".
17. Few Member States show a global teaching strategy in their approach to the curricula. Belgium (Dutch-speaking community) nevertheless makes it clear that: "the tangible component of the European dimension in our teaching is thus fully incorporated into the concept of overall teaching". France emphasises the fact that knowledge must be given gradually; Portugal is developing and pushing the theme of "education for Europe rather than teaching on Europe".

Lastly, Italy states that the European dimension must not be an enumeration of historical and literary facts nor a series of amendments to subject matter and curricula. It should be a dynamic process involving the quest for methodological and teaching strategy and subject matter already shared throughout the European culture. By putting forward the idea of "curricular strategy" leading to a culture based on communication and a culture of development which will permit epistemological rearrangement of content, bases and status of subjects, the Italian text makes explicit these concepts of transversality and transnationality which undoubtedly constitute the points of consensus for the Member States.

18. The European dimension in teacher training

All the Member States mention teacher training as essential to the promotion of the European dimension in education. However, the importance given to initial training and in-service training varies from country to country. Some countries have undertaken a reform of their initial training systems (Belgium, France) which gives more responsibility for teacher training to the universities. The extremely diversified situation as regards teacher training in EEC countries makes it difficult to identify any strategy for introducing the European dimension which is common to all countries. This diversity of the training systems is compounded by the very uneven degree of autonomy - according to country and according to region - of training institutes, which means it is dangerous to generalize even within a given country.

19. Initial training/in-service training/training of teacher trainers

- Initial training: The European dimension is not part of the compulsory curriculum in teacher training except in Belgium (French-speaking community) which mentions a course on European institutions which is compulsory during the first year of training and which can be consolidated on an optional basis thereafter. In Ireland, in certain Local Education Authorities in the United Kingdom and in some French training establishments, optional introductory courses on Europe are offered; this is also the case of the Netherlands.

-In-service training: the European dimension is regarded as a priority theme for in-service training in Portugal, Belgium (Dutch-speaking community), in Italy (by the IRRSAE - regional institutes for research, experiment and updating in education), in France (by certain regional educational authorities) and in Greece.

In those countries which have embarked on reform of the educational system, in-service training is itself a priority and the European dimension forms part of this training whenever the reforms in progress incorporate it into the curricula (Ireland). The impression for Spain is that it is incorporated very variably according to regions and their degree of autonomy in these matters. In England, Wales and Northern Ireland, the attention of the teaching staff is drawn to Community texts and training courses are organized by the CATE (Council for the Accreditation of Teacher Education).

- Exchanges of teachers and administrators (teacher exchange programmes and the ARION programme of study visits for education specialists), language courses abroad, are viewed positively, as is in-service training.

- Training of instructors and administrators. Training courses for instructors, training sessions for inspectorate and administrative staff are organized in Belgium (Dutch-speaking community), in France, in Greece, in Ireland and in Italy where the emphasis has been placed on a more in-depth approach to European cultural and literary themes.

20. Teacher training is not set out in any great detail by the Member States as regards training strategy, content and teaching methods. Two different lines of strategy nevertheless emerge:

- one based on creating awareness and providing information: this is generally how the message is conveyed to inspectorate bodies and administrators. Their training comes in the form of study days (Belgium), short seminars (Italy) or is based on documentary information (Ireland).

- the other based on training with a view to a multiplier effect. This is the option taken in Portugal. The training is in such cases longer and the content and methods move in three more or less specific directions:

- familiarization with the Community institutions and programmes (Belgium, Luxembourg)

- in-depth didactic approach comprising consideration, on the one hand, of introducing the European dimension across the full range of subject areas (Dutch-speaking community in Belgium, the United Kingdom, France), and on the other, of how to introduce the European dimension in all curricula (Spain, United Kingdom, Ireland)

- comparative education approach: this approach is more specifically the one adopted in Scotland, France and Luxembourg.

21. The teacher trainers responsible for this training are seldom mentioned.

In countries which mention training in appropriately-equipped centres (Nijmegen and Groningen in the Netherlands, certain establishments in France), it is assumed that training is given by national specialists. Portugal states that it uses foreign experts. Belgium, Denmark, Luxembourg, the Netherlands and Italy mention cooperation with NGOs. The Netherlands and Portugal have, thanks to their ad hoc structures, a more global approach to the European dimension and provide teacher training in this general context.

22. Mobility of pupils and teachers

All Member States are acutely aware of how important it is to organize exchanges of pupils and teachers as the date of 1993 comes ever nearer: "exchanges are the cornerstone of a truly European education". This statement (French-speaking community of Belgium) reflects a general conviction borne out by the level of funding which most Member States boast as regards increasing the mobility of the educational community at large: secondary school pupils but also primary school pupils, teachers at all levels, even if the secondary establishments remain the main focus for such exchanges; teachers in training and teacher trainers, administrative and inspectorate staff. In this connection, the Member countries sometimes stress the positive nature of teacher exchanges and of the RIF (Réseau d'Institutions de Formation) training establishments network.

23. The relevant activity reports reflect an exchange-based educational approach featuring:

- projects: study visits, interdisciplinary working themes (France, Belgium - French-speaking community);
- a move towards multilateral exchanges and sometimes organized as European forums (Belgium and Luxembourg);
- twinning and associations of educational establishments (Denmark, France and the United Kingdom);
- a concern to boost intercultural reflection through comparative approaches (France);
- the incorporation of modern methods such as electronic mail and other technological media for the purposes of stimulating exchanges (Belgium - French-speaking community, Portugal, the United Kingdom);
- the stated need to assess and compare the results of exchanges (Belgium - French-speaking community).

This type of exchange-based pedagogy is not general and is rather a feature to those countries which have an established tradition of exchanges.

24. There has been a substantial growth of exchanges in France and the United Kingdom, thanks to the proliferation of establishment-linking.

The efforts made by Spain and Portugal are supported by the interests of their partners who are seeking to break out of the intimate triangle of exchanges involving Germany, France and the United Kingdom. Italy has over the last two years organized a multitude of meetings on exchanges in an attempt to provide a stimulus to teachers and thus demonstrating an awareness of the importance of mobility in a country where legislation does not always make this easy.

Belgium and Luxembourg point to their tradition as host countries by virtue of the presence of Community institutions and the size of their countries.

The other Member States are placed on the demand side. Denmark continues to look in the direction of the Nordic countries; the Netherlands stress the need to create a general structure for the mobility of pupils along the lines of those which have been set up for higher education (ERASMUS, COMETT). The absence in the Netherlands of a tradition in this context means that "exchanges are the exception and have more to do with sporadic ventures", stresses a CEVNO (Center for international training in Dutch education) survey.

25 Teaching materials

All Member States mention the importance of teaching and pedagogic materials for incorporating the European dimension into education.

Opinions also diverge on this and the main points of contention are:

- the type of didactic and pedagogic materials to be produced
- the dissemination of materials and documentation.

26 The variety of production

Production varies in terms of form and in terms of target areas. Teaching materials are sometimes produced by the people who will actually use it - this is the case of the European clubs in Portugal which produce documentation kits put together by teachers and pupils. This pedagogical approach permits the involvement of all concerned and ensures that the documentation is accessible to all users.

- Materials may also be the result of international team work, such as the UK project "Europe at School" which brings together five countries (Germany, France, Italy, the Netherlands, the United Kingdom) in a publication venture intended for primary school pupils; or may be produced by a local team such as the one which in Belgium (French-speaking community) produced the "Atlas of the European Community", or by an association such as the ETA (European Teachers' Association).

- Teaching materials differ as regards target areas. More often than not it is the secondary school pupils or their teachers who stand out. (European Atlas, specialized magazines, educational projects); however, primary school pupils are not left out in the UK and are even given pride of place as a target group in Luxembourg where certain information packs are devoted to them (including one for pre-primary pupils).

- The actual shape the teaching materials take is also very varied: so varied in fact that if all the materials that exists in the various countries - books on the European dimension, magazines and specific projects, packages and special issues of magazines, atlases, documentation kits, videos and slides, television programmes, educational games and mobile exhibitions - are considered, the full range of possibilities is covered. The reports coming in from the Member States provide a wealth of examples to illustrate the diversity and the quality of the endeavours undertaken.

27 Dissemination of materials

When speaking about the dissemination of their materials, the Member States do not always draw a distinction between dissemination of materials produced by their own authors and the Community's official documents. The actual situation can admittedly be complex; for instance one country (Ireland) publishes a brochure outlining the resources of the European Community and disseminates it widely. The main difference in the dissemination of teaching materials is due to the fact that certain countries disseminate Community documents (this is the case of Portugal) through official channels or disseminate information on the Community (Ireland), while others disseminate documents produced regionally or nationally (Spain, Luxembourg), while some are overwhelmingly in favour of the dissemination of certain publications nationally (France).

Lastly, certain countries have only a private educational publishing sector and can therefore envisage no dissemination. Examples are Denmark, the Netherlands and the United Kingdom, countries which therefore use the European centres or the platform structure to centralize documentation.

28. Specific initiatives

The activity reports in general close with the mention of additional measures which are all specific ways of approaching specific points. These endeavours include pilot projects two of which stand out:

- Portugal's European clubs are a lynchpin for the promotion of the European dimension: They provide in educational establishments a forum for teachers and pupils interested in this European dimension where they can meet and organize activities which "contribute to the creation of a European spirit at schools and within the local community".

- The UK's pilot projects involve 12 LEAs and the objectives are to encourage the latter to recognise the need to create awareness among teachers and, later on, young people, of the importance of the European dimension in economic, political and cultural development in the countries of the Community. The results of this project should through dissemination and the multiplier effect smooth over the way for implementation of the Resolution throughout the country.

29. Cultural events and awareness-creating campaigns

Several countries, particularly Luxembourg and the United Kingdom, report of international or bilateral conferences and seminars on the occasion of a local event having a European dimension.

Spain mentions a campaign of information and awareness-creating on Europe, which includes participation in the Olympus programme and in television and radio programmes. Spain has also set up a body of teacher trainer specialists and European documentation centres in twenty or so Spanish towns. As these centres are presented as specific ventures it is difficult at present to assess their impact.

B. ACTION TAKEN BY THE EUROPEAN COMMUNITIES

30. The efforts of the Community are directed mainly at:

- stimulating innovation strategy likely to modify in the medium term the spirit of the educational and training systems in order to make a Europe of active and conscious citizens more effective;
- projects which are comparatively modest but designed as tests to check how worthwhile and relevant certain more ambitious projects are.

The very open nature of the text of the Resolution, the sheer number of potential fields of action ruled out immediate endeavours in all fields. The action instigated by the Commission, as that undertaken by the Member States, are in a preparatory phase; they need to be followed up and carefully assessed.

31. The fields of activity selected were chosen as a function of objectives considered to be priorities. These fields essentially concern:

- the training of teacher trainers because this is the driving force for implementation of a European dimension in education;
- support for mobility throughout the educational community (pupils, teachers, teacher trainers and teachers in training) for on this mobility depends the extent to which the European area is taken on board by every citizen;
- the survey and promotion of teaching materials which incorporate the European dimension because the quality of teaching materials determines to some extent the establishment of a European identity;
- cooperation with non-governmental organizations (NGOs) because their dynamism often determines the extent of awareness of educational problems and the European dimension among the educational community.

32 Working Party on the European Dimension

Art. 19 of the Resolution provides for a working party to back up Commission action and to encourage action in each Member State. This working party represents a focal point capable of being the driving force for efforts which are not provided for in the context of other programmes and can cater for specific aspects of the European dimension. The working party met five times between January 1989 and February 1991.

At the first meeting, its task was reset within the mainstream of all Community action and its role specified as follows:

- support for the gradual implementation of measures provided for in the Resolution;
- exchange of information and documentation on the different measures;
- monitoring of action to be taken by educational authorities in the Member States;
- backup to the Commission in the implementation of action taken at Community level.

- 33 The coordinating responsibilities of this working party are essential: coordination between teachers and administration, between the Member States, and with the Commission. The working party can thus keep abreast of, monitor and help assess all action taken.

It is in this spirit that it has participated in all Commission-instigated action. Two (or more) representatives of the working party have taken part in summer universities, RIF meetings and the seminar on school exchanges. This participation is recorded in minutes which have been distributed to all members of the working party.

- 34 The training of teacher trainers: summer university courses/RIF network

The first summer university was held at Nijmegen in October 1989 on the theme "towards a strategy for a European dimension in teaching". With a view to fostering commitments to future action, half of those who attended this summer university were heads and directors of training establishments and the other half were social sciences teachers. This summer university closed with the drafting of eight recommendations targeted at local authorities, institutions or the Commission, their common denominator being the need to bring about special conditions of mobility for teacher trainers and for teachers in training. It had in fact been observed in most countries that the constraints of training made it very difficult for people to take part in the ERASMUS programme. This observation and pedagogic reflection on the training of teachers gave rise to the idea for the network which was then set up.

The second summer university was held in October 1990 in Frascati (near Rome). Its subject was "European citizenship". This concept was tackled in relation to multiculturalism and environmental problems and in order to bring about a more outward-looking attitude to the rest of Europe and the world. The recommendations drafted called for further research and experiments on the European dimension, and the creation of European information centres nationally in order to promote the multicultural dimension of Europe.

These recommendations emphasise the need for an action programme embracing the RIF network and teacher exchanges, and also stress that priority should be given to continuing training of teacher trainers, which should constitute an overall programme providing for systematic exchanges.

The recommendations lastly brought out the worthwhile nature of summer universities and their development, along with the need for a steering group to ensure continuity.

The third summer university is scheduled for 29 September - 6 October 1991 in Nantes. Its theme "Languages and the European dimension" will be studied not from the point of view of the learning processes but from the point of view of the acquisition of communication skills.

These summer universities are set in a context of continuity, thanks in particular to the participation of a more or less regular coordination and assessment team.

35 The RIF (training establishments) network

On the basis of projects which emerged from the Nijmegen summer university this network gradually grew up around the working themes which are present in teacher training. The main objective of this network is to develop and promote the European dimension in education. It currently comprises 14 sub-networks, each of which is coordinated by an institute which has undertaken to carry out coordination and training tasks at establishments which are members of the sub-network and for the benefit of teachers who belong to those establishments.

Each sub-network includes 5-20 establishments and the network as a whole currently comprises some 110 institutes. The network is currently in great demand which shows that this initiative caters for a need. The coordinators are responsible for convening the establishments which belong to their sub-network, and for undertaking mobility (as far as they are able) and training endeavours. Their task is fundamental in promoting the European dimension in education. Mobility is admittedly a major component therein but it is only the means to an end, viz. the construction of Europe, and not an end in itself. The concept of a network established around a consistent, international and multidisciplinary overall project comes first. The coordinators within the network form a key-group and their work is partly set in the context of the training of teacher trainers.

36 Mobility of the educational community: the RIF network/teacher exchanges/school exchanges

The Commission's endeavours as regards mobility reflect an overall approach. The three projects undertaken reflect the same pedagogical approach which is characterized by the resolve to:

- encourage the association of establishments for multidisciplinary projects in a given establishment or class;
- gradually move away from bilateral exchanges in favour of multilateral dimensions;
- assess and follow up action taken in the interests of momentum or synergy rather than have a number of isolated endeavours.

37 Having witnessed a comparatively low level of participation by training establishments in the ERASMUS programme, particularly in the student mobility programmes within the PICs (interuniversity cooperation programmes), the Commission was prompted to encourage participation by these institutions in other activities planned by the PICs, for example teacher mobility, intensive programmes and programmes for developing common curricula and training modules on a European scale.

38 In addition, Action IV of the ERASMUS programme also allows for the prospect of pilot projects to compare the mobility of trainee teachers over a period shorter than the three months required by the PICs. Thus evaluation of the results of normal mobility programmes under ERASMUS and of the pilot projects could be on a "compare and contrast" basis. The Commission has also asked the RIF to analyze the various institutional and curricular situations in teacher training in the Member States and to carry out "experiments" in the joint amendment of curricula with a view to allowing the exchange of trainee teachers by adopting the conditions laid down in the ERASMUS programme.

39 The ARION programme

Item 10 of the 1988 Resolution invites the Commission to use the ARION programme of study visits for education specialists with the aim of introducing the European dimension into education. Themes 9 and 10 of this programme (the European dimension and teacher training) were much in demand in 1989-90 and 1990-91, and a total of 250 people were able to take part in visits organized in eight Member States on these themes.

40 The "Exchange scheme for school teachers

This project was started at the initiative of the European Parliament in creating a specific budget heading of ECU 600 000, and following the opinions expressed by the national structures responsible for exchanges in education. The purpose of teacher exchanges is to develop the European dimension in schools:

- by getting the schools involved and encouraging links;
- by enabling some teachers to get in touch with other situations and other teaching methods;
- by facilitating the drafting of multidisciplinary projects common to several partners.

In order to ensure the management of this action, the Member States have designated a structure to be responsible for administrating exchanges and links with structures in other Member States.

- 41 Exchanges can take place simultaneously, i.e. on a post-to-post basis, or be consecutive or even be a combination of the two. They are not always between teachers in the same subject areas and language teachers are not the prime beneficiaries of the action which is aimed rather at developing the multidisciplinary aspects of the European dimension and its incorporation throughout a given school. Teacher exchanges during the first year of operation involved 382 teachers out of the 400 initially anticipated (Annex I - TEX Table). The breakdown was 54 teachers for the larger countries, then 24, 14, 12 and 6 according to the quotas usually applied. The duration of the exchange was established at 3 or 4 weeks.

The difficulties encountered are caused by:

- the replacement of teachers in certain Member States;
- the question mark over the outlook for the future raised by financial, administrative or legislative reasons.

42. Between January 1989 and March 1991, the national structures met four times and at their last meeting stressed unanimously the interest raised by the project not only among teachers but also among establishment heads, who sometimes heavily committed their institutions, particularly in Member States where there is no great tradition of exchanges.

Preparatory and assessment meetings have been organized by the national structures with the teachers involved in exchanges. These meetings prove pedagogically very useful when it comes to securing future exchanges. Exchanges of school teachers are part of teachers' continuing training and are a source of substantial intercultural enrichment.

In the interests of project follow-up a meeting will shortly be organized with the teachers of the schools which have undertaken the most interesting projects. This meeting will contribute to progress towards the construction of a pedagogy based on mobility and exchanges. It will be undertaken in the same spirit as the work of the RIF network (see above) and those of the conference on "Present state of school exchanges and their future prospects" (see below).

A preliminary assessment report was submitted to the Education Committee in March 1991.

43 School exchanges

Exchanges of pupils and classes are considered essential by the Member States. The task is nevertheless difficult given the size of the public concerned. Certain countries have a long tradition of exchanges, appropriate infrastructures (OFAJ - Franco-German office for youth, central bureau, etc.) and are well-versed in the pedagogical aspects of exchanges. Others have no such tradition but have for a number of years now been attempting to develop school exchanges.

In 1990 and 1991, the European Parliament created a specific budget heading of ECU 200 000 for school exchanges.

Under this budget heading, the Commission has helped a very small number of schools in Member States to carry out pupil exchange projects and has endeavoured to take stock of the situation and examine the prospects for school exchanges by organizing a conference entitled "Present state of school exchanges and their future prospects" in Barcelona on 14-17 March 1991.

44 The aims of this conference which was attended by 150 persons (representatives of the Member States, decision-makers at all levels and teachers) fits into the approach described above (see paragraph 36) the main points of emphasis being:

- to make further progress on school exchanges on the basis of personal accounts by those involved in bilateral and multilateral exchanges;
- to tackle in depth the concept of a school project and a pedagogical project by examining the implications for teaching;
- to pursue the concept of association and inter-school partnership;
- to help broaden future horizons by developing international and multilateral contacts between schools.

45. This conference was an uncontested success and paved the way for future exchanges. A selection of projects will shortly make it possible to set up associations each (gradually) comprising 3-6 schools. This network will be led by network heads who will act as coordinators and be responsible for implementing exchanges and developing the European dimension in a number of schools grouped in constellation.

This pedagogical approach will permit the switch from a bilateral to a controlled multilateral basis, thus moving exchange away from the exclusive linguistic context. It is an ambitious approach the success of which depends on adequate preparation of the school heads and teachers concerned.

46. The report of the conference "Present state of school exchanges and their future prospects" will be published before the end of 1991 in order to pave the way for future action by providing the decision makers with a certain number of building blocks and specific examples of the various types of school projects underway within the Community.

47. Teaching materials

Section 9 of the Resolution concerns teaching material, for there can be no consolidation of the European dimension in education without involving the publishers and unless a survey is carried out of existing materials. Many institutions, associations and groups have acted on this front but the materials concerned are not widely disseminated even now. However relevant it may be, such action is of little interest to publishers and does not generate any degree of mobilization in publishing circles such as happens when reform affects a national school curriculum. The implementation of the lines of action described in the Resolution here meets with certain difficulties. Nevertheless, two projects have been undertaken and whether things will be taken further will depend on the results.

48. Survey among school publishers

The survey in progress covers the main school publishers in the EEC (approximately 250) and has a threefold objective:

- to compile an inventory of the material which currently exists on the European dimension (specific material, transversal, non-curricular, covering European issues, institutions and objectives;
- seeking out publishers having a European-oriented publishing policy, publishing projects and who have embarked on partnership arrangements;
- to make school publishers aware of the change of scale involved in European integration.

49. For the first of these objectives, the census of materials available and currently being prepared by the major publishers will be completed by July 1991; a list will then be available to the Member States.

The second objective of finding the publishers concerned will be attained between September and December 1991 on the basis of an analysis of the range and coverage of the works in the inventory compiled.

Only then can a decision be taken as to whether or not there is a need for a campaign to create awareness among and inform publishers. How much is available and how good it is will determine whether a small resources centre dealing specifically with the European dimension in education can be envisaged.

50. Preparation of a "Europe information pack" by a group of publishers

The Commission responded to the initiative of a group of publishers by fostering in September 1990 a meeting bringing together five publishers from France, Greece, Spain, Belgium and Germany. The result of this meeting was a project to produce a "Europe information pack" designed for the 12 countries by interdisciplinary teams.

The "pack" is designed to produce an awareness of Europe and does not fit into the specific subjects of the curriculum/syllabus, but it can be used by the teacher as extra-curricular material. It will have two parts, one giving information to teachers (basic documents, teaching cards), and one intended for children in the form of theme-based files.

The target age ranges from 8 years to the end of primary schooling. In view of the cost and the spirit in which this pack has been put together, it will be part of the school's resources rather than belong individually to teachers. This relatively ambitious project is in the process of being costed by the different publishing partners involved. It involves stringent specifications and a target date for completion of 1993.

51. Cooperation with non-governmental organizations (NGOs)

The 1988 resolution calls upon the Commission "to promote the participation on non-governmental organizations in the introduction of European dimension in education" (section 15).

Some NGOs are in fact involved in developing a European dimension in the interests of European integration. They include social protagonists or various professional groups (teacher trainers, teachers, establishment heads, parents of pupils, etc.).

These associations put forward projects designed to develop or boost the European dimension and are backed by the Commission, particularly when they are aimed at:

- designing and producing new pedagogical and didactic materials;
- the organization of conferences and seminars on the European dimension for teacher trainers;
- the organization of events permitting exchanges of experience and the implementation of new configurations for joint work.

In 1989, 1990 and 1991 the Commission supported a significant number of initiatives, projects, conferences, meetings, etc., undertaken by various non-governmental organizations; Annex II contains a list of these.

52. Eager to intensify cooperation in the field of education, some ten professional associations and organizations joined forces in 1990 to set up the "Permanent Liaison of European Associations in Education" (PLEASE). The objective of this committee is to provide European associations with a forum where in a spirit of complementarity they can:
- exchange ideas;
 - set out converging objectives on problems of education and training;
 - coordinate their activities and perhaps organize joint activities;
 - thus contribute to the fulfillment of the Commission's education policy.

53. Specific initiatives

European Schools' Day competition: the purpose of this day is to strengthen European awareness among pupils and teachers. By focussing young people's attention on the unification of Europe it prepares them for shouldering responsibility and actively contributes to the development of a democratic Europe.

Designed to secure the involvement of as many young people as possible, the competition built around European Schools' Day is open to the pupils of the Member States of the Community and the Council of Europe. European Schools' Day is the main activity of the European Education Centres, established in 1974 with Commission support to encourage the development of a European awareness among young people. The date chosen is the 9th of May and the day is organized nationally by national committees coordinated at European level by a European coordination unit which, along with the sponsoring organizations, sets out the general guidelines and the themes selected for the competition.

The number of participants in European Schools' Day competition has varied from 550 000 to 700 000 between 1988-1990 involving 15 000 schools in the 19 countries concerned. Although encouragement and preparation within the Member States is uneven, European Schools' Day has produced major events in Belgium, Spain, the Netherlands, the United Kingdom, and even more so in Italy, Germany and Portugal. The written texts and the artistic contributions collected on this occasion provide a major stimulus for the promotion of the European dimension in education. One of the highlights of European Schools' Day in schools is the meeting of the prize winners. These meetings are becoming increasingly frequent. 440 people met up in 1990 (373 in 1987) thus constituting a multicultural experience which is critical to the development of the European dimension in education and to the creation of awareness of the multilateral dimension of exchanges and meetings between young people.

54. European meetings of young people

The Commission has backed a range of European meetings of young people with initiatives such as the "European classes" in Alden-Bisen (B) and in Luxembourg, models of European institutions, etc. Under the title of European Youth Parliament, an association was set up in 1988 for educational purposes to provide for debates along the lines of the European Parliament. This project is more specifically targetted at higher secondary school pupils and gives them the chance to hold debates (prepared with their teachers during the school year), in plenary sessions and in committee, on European themes. 8 000 young people have thus met in the context of this association.

European Cultural Centres enable young people of between 14 and 18 to meet in places of historical interest to work together on themes to do with European culture. There are currently five centres and their aim is to provide adolescents with a better understanding of the mechanisms of the construction of Europe and the diversity of each of the peoples which contribute thereto.

C. FOLLOW-UP

55. The first two parts of this report have highlighted the thrust given by most Member States and by the Commission to consolidate the European dimension in education.

Careful reading of the documents sent in by the Member States shows that despite substantial diversity they have all made an effort to implement the Resolution. Certain aspects may have been stressed to the detriment of others, but on almost all sides the Resolution has sparked off a dynamic process. This mobilization of the Member States to promote or consolidate the European dimension in education deserves to be emphasized as being significant of the emergence of a European conscience. However, the momentum built up between 1988 and 1990 should not be considered as being sufficient for the years ahead which are so crucial to European integration. It therefore needs to be consolidated and stepped up.

56. The construction of Europe has today reached a historical stage. The completion of the Single Market is drawing near and the work towards monetary union is about to enter a second phase. The results of the two intergovernmental conferences on political and economic union could have implications for cooperation in the field of education. These developments indicate a context which is different from that in which the Resolution was drafted. The momentum built up between 1988 and 1990 is stressed as being invaluable in that it paves the way for more ambitious projects on a larger scale.

57. Aware of this reality, the Ministers of Education in all Member States responded positively to the request of the President-in-Office of the European Education Centres, Mr Roberto Carneiro, the current Portuguese Minister of Education, to nominate a personal representative (Annex III) within the Council of Patrons of the European Education Centre, the first meeting of which took place in Portugal (Sintra) on 26-27 June 1991. The leading personalities meeting within this Council committed themselves to work actively towards strengthening the European dimension in education within each Member State, with the aim of giving young people a European education. The Council of patrons will meet regularly to examine the strategies to be followed, promote activities and assess results.

58. All the Member States are eager to keep on the "European dimension" working party and improve its conditions of work in order to ensure that the measures taken are realized. Developing exchanges, designing new teaching materials, making Europe part of the teaching curricula entail changes in attitude which will have to be encouraged and assessed. Portugal and Greece mention the need to undertake research to facilitate the assessment of action taken and of results; Spain envisages setting up European sports and leisure centres in order to give a boost to the first steps introduced.

59. In the European context of 1993, the European dimension in education cannot limit itself to minor changes in the contents of certain educational disciplines. The start made on introducing the European dimension into teaching curricula, which can be observed in most Member States, is now being extended by a rethink on the curricula, their meaning in the new European context and the implementation of a curricular strategy within Member States which respects the diversity of the educational systems in the different countries. It therefore appears desirable that the competent authorities in each Member State should define, as laid down in the Resolution, the main thrusts of the European dimension in education in overall terms taking into account the teaching structures, methods and curriculum.
- 60 In order to make the European dimension in education more effective, this rethink should ideally be consolidated within each member country by designating specific "European dimension" structures. Although strictly speaking there is no need to go in for general introduction of anything as elaborate as that used in the Netherlands, it can nevertheless be an example which the other Member States might usefully emulate to develop study groups, working parties or flexible structures to coordinate the large number of often disparate activities relating to the European dimension in education. The initiative of the Portuguese Minister of Education (referred to in item 57) in gathering together leading European personalities nominated by Member States with the aim of promoting the European dimension in education is an expression of the political will to mobilize the people required. At the first meeting of the Council of Patrons, the Portuguese Minister proposed Portugal as the candidate for establishing a European Foundation for promoting the European dimension in education. The Council of Patrons will examine this proposal at its next meeting.
- 61 The Member States will be asked for a second report in 1993. Its purpose will be to:
- assess the impact of action undertaken between 1988 and 1990 and that of consolidation measures;
 - evaluate the curriculum review which is so essential for the "curricular strategy" which will not only strengthen the European dimension in education but will also be the basis of a truly European education consistent with post-1993 Europe;
 - analyze the role of stimulus played by any "European dimension" structures and working parties set up;
 - give details of specific action taken by each member country, particularly action designed to strengthen the impact of the European Schools' Day competition.
- 62 In 1989 and 1990 the Commission focused its efforts on activities connected with:
- the training of teachers and trainers;
 - teacher exchanges and their in-service training;
 - information, documentation and support for promoting the European dimension in education in Member States.

The Commission's activities for the period 1991-93 form part of an overall view of the European dimension in education providing for follow-up, development and assessment of action taken.

63 In order to consolidate action taken to promote the European dimension in education, the Commission could:

- consolidate some instructor training activities, focusing efforts on personnel who have a multiplier effect, in particular teacher trainers, heads of establishments, instructor trainers, inspectors, etc.;

- unite to give a general view of the documentary resources to be made available to the educational community at large.

64 Instructor training and teacher exchanges

The consolidated vision of the European dimension in education includes the encouragement of mobility and exchanges as an element of training.

Projects for the mobility of future teachers and their trainers are key elements for the educational community. They prepare future teachers to be the engineers of their pupils' mobility and a driving force for the mobility of their future colleagues, which is why the Commission views the RIF as a resource network and a means of conducting experiments relating to the mobility of trainers and future teachers. It provides for an accompaniment to the progressive development of the network, particularly of work to develop training modules on different aspects of the European dimension which could constitute a joint and coherent approach to the overall introduction of the European dimension into teacher training.

65 The summer universities

The summer universities have so far been organized by an institution or a university in a Member State. More sophisticated forms of cooperation can henceforth be envisaged which gives a greater role to the "European dimension" working party and increases partnership between the Member States. The 1992 summer university will thus prove more original than the previous ones by being organized on a European itinerary passing through places of cultural interest which are part of Europe's history and heritage. The Commission has accepted the proposal from the Association for Teacher Education in Europe (ATEE) to organize this event following in part the route taken by Saint James (Santiago de Compostela).

The idea of a gathering in stages to symbolize the "Community of the destinies" of yesterday, today and tomorrow is appropriate for consolidating the European dimension in education and in the context of teacher training. Reflecting the progress towards the construction of Europe, this formula will involve institutions from different countries in the preparatory phases and allow a greater number of people to participate. This summer university will seek to reinforce the European dimension in cultural education by developing training modules on European culture using audiovisual media (Sec. 16 of the Resolution) and by producing a video film. The Education Committee has committed Member States to active participation in both the preparatory work and the work itself.

Those who took part in the first summer universities have already asked that these be continued after 1992. The group of RIF network coordinators has drafted a project for a summer university for teacher trainers. This project is led entirely by the institutes which coordinate the network and is designed to achieve associations of establishments striving towards a common objective. It could be further developed with the assistance of the "European dimension" working party and would greatly contribute to the multiplier effect of training endeavours.

- 66 The informal Council of Education Ministers, meeting on 2 and 3 June, considered in particular that teacher training was an essential link in reinforcing the European dimension in education. Developing the European dimension in teacher training entails great care in choosing where to put the accents in training establishment policy, curricula and methods.

According to the conclusions of the Ministers at their informal meeting it would be worthwhile to put forward training strategies for initial and in-service teacher training which is truly European in content and which would focus on:

- the basic curriculum and the strategies to be pursued in the context of the European dimension;
- taking into account the multiculturalism of teachers and pupils in training;
- the setting up of a new vocational identity for the European teacher;
- the sense of an "outward-looking professionalism" in the Europe of 1993.

67 Teacher exchanges

The "teacher exchange" scheme led to the creation of inter-establishment links and to a range of school projects mainly comprising pupil exchanges. The Commission intends to organize an international conference to assess the results obtained in 1989-90 and 1990-91, define the aims of the scheme more closely and encourage new links involving the heads of establishments.

A brochure on the scheme, "Exchange of school teachers in the European Community", is due to be published at the end of 1991.

- 68 Item 14 of the 1988 Resolution invites the Commission to encourage cooperation and exchanges of views between those national bodies whose task is to encourage pupil and teacher exchanges. During the Barcelona conference on "Present state of school exchanges and their future prospects" (cf. 43 to 46), a true exchange of views took place and a discussion was begun which led the associations of establishments which organize school exchanges to express their wish to consider drawing up a Community-level programme, based on the ERASMUS programme, with the aim of encouraging mobility among pupils aged between 9 and 18.

- 69 Following the requests made in Barcelona the Commission will, under budget heading 1001, encourage class and pupil exchanges between Member States. Establishing between ten and twelve school networks or associations will bring about the development of different models of "school projects" involving class exchanges. Particular attention will be paid to:

- analyzing the methods for implementing exchanges, and the material and organizational problems encountered;
- analyzing the basic difficulties (in particular taking account of the period abroad as part of a pupil's course of study and of a teacher's initial or in-service training) and the solutions found;

- evaluating the results brought by mobility to the everyday life of school establishments and training institutions;
- to lay down teaching and structural conditions for the mobility of the educational community.

70 Information/cooperation/documentation

In order to stimulate exchanges of information and cooperation in all matters affecting the European dimension, a reciprocal information seminar could in particular be envisaged for 1991-92, bringing together institutions and research centres which are striving to incorporate the European dimension into education, specialized institutions (Florence, Bruges, Maastricht), the European schools, some establishments from the RIF network, the representatives of associations and of the PLEASE group.

- 71 Depending on the results of the survey under way among school publishers in the Member States, a seminar to create awareness among publishers as to the European dimension could also be envisaged. Much still remains to be done in this context. The two drives under way might provide a good start to the seminar envisaged and contribute to creating awareness in this sector by making publishers aware of teacher demand, the shortcomings of publishing policies and the worthwhile nature of cooperation between publishing houses resulting from the change of scale represented by European integration.

- 72 The efforts concerning the training of teacher trainers are designed to provide a forum for exchanging ideas and proposals on training, to achieve a multiplier effect for training through the channels of the Member States, to draft training modules which have been tested in international and multicultural groups, to identify the curricula capable of contributing to the achievement of a true European dimension which also provides for mobility.

Information campaigns and surveys on material resources are not designed to provide information on the textbooks and the parts of the school syllabus which deal with Europe, but rather to circumscribe how well an interdisciplinary, international and collective European dimension has been taken on board by publishers. The objective is to provide stimulus for the production of extracurricular materials which are essential if the European dimension is to be more than a veneer underneath which there is no substance, or, at best, yet another new approach at school.

- 73 The action undertaken by each Member State and by the Commission is capable of catering for the view expressed by the educational world that it would be interesting to give the work done on the European dimension in education an appropriate structure in a consolidated programme.

ECHANGE DE PROFESSEURS DE L'ENSEIGNEMENT SCOLAIRE
DE LA COMMUNAUTE EUROPEENNE 1989/90

Nombre total de demandes reçues

	Total	Echanges réels	Quota
Belgique néerlandophone	18	10	12
Belgique francophone	12	11	12
Danemark	14	14	14
R.F.A.	52	52	54
Grèce	24	23	24
Espagne	69	48	54
France	313	54	54
Irlande	17	14	14
Italie	1200	47	54
Luxembourg	12	6	6
Pays-Bas	43	25	24
Portugal	24	24	24
Royaume-Uni	24	54	54
Total	<u>1822</u>	<u>382</u>	<u>400</u>

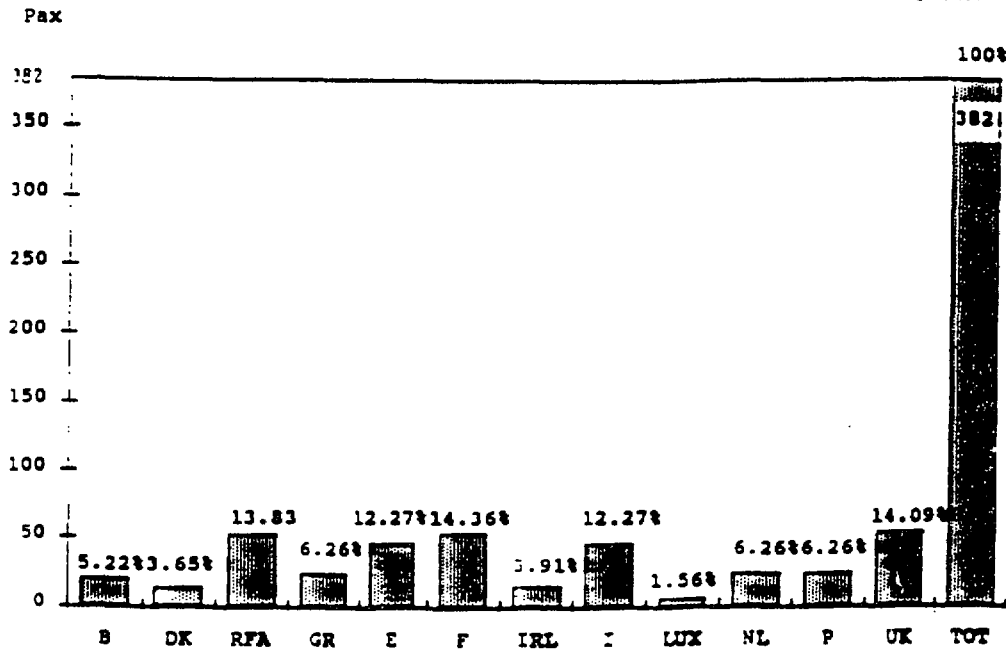
THE EXCHANGE OF SCHOOL TEACHERS IN THE EUROPEAN COMMUNITY

Nombre de participants accueillis par pays
(en % du nombre total de participants)

Number of participants hosted by each country
(in % of the total number of participants)

1989/90

QUOTA = 400



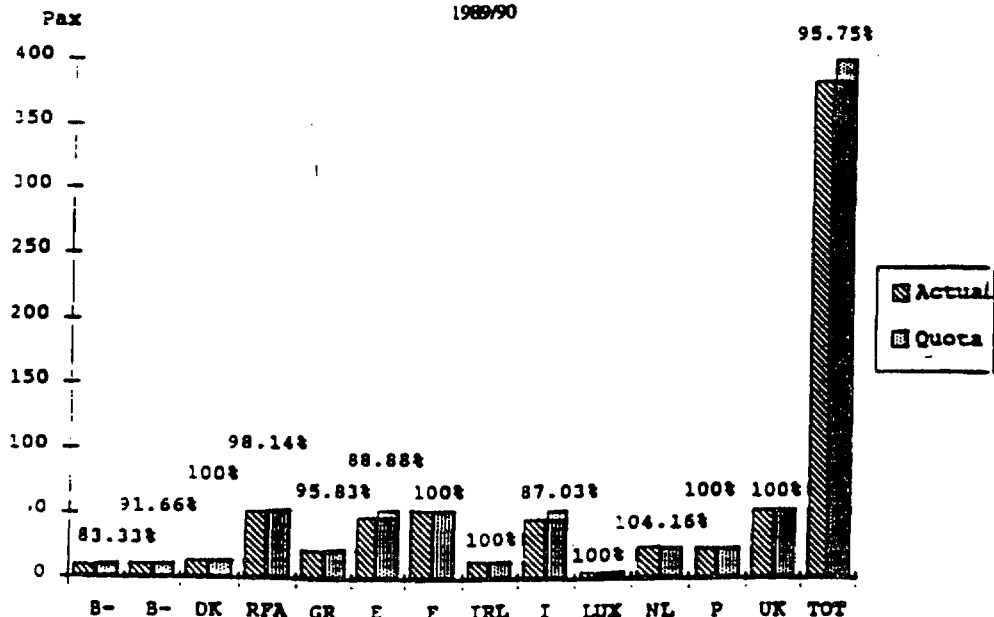
Pays d'accueil / Host country

Pax = Nombre de participants echanges
Number of participants who have taken part in an exchange

Nombre total de participants par pays d'origine par rapport aux quotas

Total number of participants by country of origin in relation to the quotas

1989/90



Pays d'origine / Host country

Organisations non-gouvernementales, Associations, Centres
Instituts soutenus par la Commission pour leurs activités
visant à promouvoir la dimension européenne dans l'éducation

1989 et/ou 1990

ONGs, Associations européennes

(Conférences, Colloques, Séminaires, Projets européens)

- AEDE, Association européenne des enseignants
- ATEE, Association pour la formation des enseignants en Europe
- ESHA, Association des Chefs d'Établissements de l'enseignement secondaire
- EPA, Association européenne des parents d'élèves
- CESCE, Commission des Enseignants socialistes de la Communauté européenne
- CSEE, Comité syndical européen de l'éducation
- Conférence permanente des Associations d'enseignants de géographie
- FIPESO, Fédération internationale des professeurs de l'enseignement secondaire officiel
- VECON, Working Committee on Economics Education in the European Community
- Comité européen de télévision scolaire
- Centre d'éducation européenne - Secrétariat européen et Comités nationaux
- Europa Zentrum, (D) Concours de la Journée européenne des écoles (Unité de coordination et Comités nationaux)
- Association européenne "Les Lettres européennes"

ONGs, Centres, Instituts nationaux, (activités visant la promotion de la dimension européenne)

- CEVNO, Centre for International Education (NL)
- Centre for International Studies (GB)
- Centre d'information et documentation sur l'éducation européenne, Collegi Oficial de Doctors y Licenciats, Barcelone (E)
- Commission nationale de pédagogie de l'enseignement (F)
- Ligue de l'enseignement et de l'éducation permanente (B)
- O.C.C.E., Office Central de la Coopération à l'école (F)
- CIDI, Centre d'initiatives démocratiques des enseignants (I)
- Institut für Lehrererbildung der Europäischen Akademie (D)
- Institut für Europäische Politik (D)
- Nottingham Polytechnic (GB), projet "Europe at Primary School"
- SLO, National Institut for Curriculum Development (NL)
- Jordanhill College (GB)
- Associations Régionale d'Aquitaine (F)

et nombreuses autres conférences sur l'éducation en Europe - soutenues et/ou organisées par la Commission des Communautés européennes.

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- Université de Nantes (F), 3ème Université européenne d'été pour formateurs
- CEP, Centre de Professeurs de Béjar (E)
- Ecole de Formation des Maîtres, Université de Madrid (E)

Soutien à des activités impliquant les jeunes

- Centres de Culture Européenne, "classes européennes"
- Parlement européen des jeunes
- Parlement International Modèle, Ecole Internationales AFGENT (NL)
- "Euro Ecole", Ecole Normale de Loir Atlantique, Nantes (F)
- "Comité Europe", Institut St Joseph de Ciney (B)
- "Classes européennes", Alden Biesen (B)
- "Classes européennes", Luxembourg
- "Europhonia 07", (F)
- Communauté des Loupiots d'Europe
- Séminaires européens de Rolduc (D)
- SCOLA, Salon International de l'éducation (F)
- Salon de l'étudiant (B)
- Divers Forums de jeunes et échanges scolaires

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