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EDUCATIONAL ACTIVITIES WITH A EUROPEAN CONTENT :
THE STUDY OF THE EUROPEAN COMMUNITY IN SCHOOLS

(Working paper of the Services of the Commission)

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INTRODUCTION

1. The Action Programme adopted by the Council and Ministers of Education on 9 February 1976 (Paragraph IV, 5)⁽¹⁾ proposed 'to give a European dimension to the experience of pupils and teachers in primary and secondary schools in the Community'. Within that context it was resolved that 'Member States will promote and organise (inter alia) educational activities with a European content', and that 'Cooperation in this area will be developed in the light of the activities and experience of Member States'.
2. An important factor also is the interest in this theme which has frequently been shown by the European Parliament..
3. The Commission now wishes to propose that Member States should consider a series of measures designed to strenghten one specific aspect of the European dimension in schools - namely, the study of the European Community itself.

THE EUROPEAN DIMENSION TODAY : TEACHING PROGRAMMES AND PRACTICE

4. It is suggested that activity should concentrate on education up to the age of 18 in a first phase, with the intention of initiatives for those over the age of 18 at a second stage.

(1) JO No C 38, 19th February 1976.

5. Some tentative conclusions can be drawn from the documentation currently available and from the studies which have been carried out by the Commission. In the first place there can be no doubt that in all the Member States a substantial amount of time is devoted to various aspects of the study of Europe. Approaches in the various Member States differ considerably, and in some countries multidisciplinary programmes have been developed; the great bulk of teaching takes place however within individual subject programmes - notably in civics, geography, economics and history courses. Language teaching is another important component of the European dimension. However, it is only in a few cases - to judge from existing evidence - that there has been a conscious effort either in curriculum planning, in the preparation of official examination syllabuses or in the work of schools to bring into close relationship with one another the various elements needed to establish the European dimension. Such efforts have, however, been made by some national educational authorities in the course of recent revision of syllabuses, and in one or two countries some new multidisciplinary courses have been developed.

6. Most of these courses have been focussed on aspects of contemporary Europe, including the European Community. But it is precisely with regard to this aspect of the European dimension that the non-governmental reports are most critical. Their criticisms are directed at a number of different, if related issues. In some cases they are focussed on the lack of provision, or insufficient opportunity to study, the Community; in others, it is asserted that national and/or regional educational authorities have failed to show any interest in the development or encouragement of such study; and a more general complaint is of the lack of help available to teachers who wish to teach about the Community, both in terms of initial and in-service training facilities, appropriate teaching materials, and the supporting facilities (including facilities for the exchange of information between teachers within individual countries, and with those in other Community countries). Moreover, there is little evidence that there exists either the policy or the mechanism to ensure that learning about the Community, normally

distributed over a number of disciplines, is actively coordinated, so that pupils are given a coherent programme during any one year, let alone an intelligible and progressive sequence of learning throughout their school career.

7. The Commission, for its part, views this situation with considerable concern. It therefore proposes that priority should now be given to consideration of this particular aspect of the European dimension - namely, teaching about the European Community.

TEACHING ABOUT THE COMMUNITY : A SUGGESTED APPROACH

8. A basic understanding of the Community is necessary on the part of its citizens if it is to succeed in building 'a closer union among the European peoples' to which all its Member States are committed.

9. In the Commission's view there is, for these reasons, an overwhelming case for the inclusion of teaching about the Community in the schools of its Member States. As far as the subject matter itself is concerned it suggests that this should cover during the full span of the pupil's educational career three main areas:

- a. the Community in its European context: the historical and political context which gave rise to the creation of the Community; the objectives of its founders; its role in relation to other levels of government (local, regional, national); the Community as a framework for common action while preserving human, cultural and national diversity; relations with other countries and regions in Europe.
- b. the Community in action; its powers and decision-making processes. Institutional developments (including direct elections) and their implications; its main achievements and problems; how it affects the lives of its citizens; problems related to its future development.
- c. the Community in its world context; relations with the super-powers, other industrial countries and the developing world; its role with regard to the United Nations.

10. The Commission recognizes that a number of important pedagogical problems arise in the treatment of this subject matter; and that great care has to be taken to deal with it objectively and in conformity with accepted pedagogical criteria. It also recognizes that careful examination is needed of the relationship of this subject matter to other elements in the European dimension; of the contribution to be made by individual subject areas as well as multi-disciplinary approaches; and of how time can be found for such study within the curriculum.

11. It is also of the view that it would be wrong to aim at any standard pattern of study. While it believes that it is important to stimulate a Community-wide discussion of the pedagogical issues mentioned above, it believes that the way in which the subject matter is approached should be adapted to the needs of individual countries, and indeed to individual schools and their teachers.

12. At the same time it is of the view that the objective should be to ensure that each pupil in every member country should have an opportunity to learn about the Community by means of a coherent sequence of appropriate studies throughout his career in the primary and secondary school.

13. The achievement of this objective will only be possible if it is actively encouraged by the relevant educational authorities in each Member State. While recognizing that the powers and scope for action of such authorities vary very considerably from one Member State to another, the Commission nevertheless suggests that Member States should agree in a Community context to endorse the principle that teaching about the Community should be recognized as an essential element of the European dimension in secondary schools, and should agree to undertake appropriate action to ensure that each pupil at the secondary level in the member countries should have an opportunity to learn about the Community and develop his understanding of it as he progresses through his school career.

14. The Commission accepts that this objective can only be realised progressively over a period of time. It recognizes that in some countries some progress towards it has been made in recent years. But one of the central characteristics - and weaknesses - of the existing situation is that the efforts made to improve teaching about the Community in schools have taken the form of scattered initiatives by individual educational authorities, voluntary organisations and teachers, conducted

for the most part in isolation from one another, and without any coherent overall strategy at either national or Community level.

15. The Commission believes that the starting point for a new and serious attempt to deal with the problems posed in this context is to construct such a combined strategy for action at both national and Community level.

16. In its view the main elements of this strategy should be:

- a. the systematic encouragement of provision for the study of the Community in the curricula of all schools in the Community countries;
- b. a major Community-wide curriculum development scheme designed to work out and apply in a number of pilot projects new approaches to the study of the Community in the schools;
- c. the promotion and development in all Member States of initial and in-service teacher training programmes which prepare for teaching about the Community, and the support of the work of training institutions which specialize in this field;
- d. the provision of supporting facilities and resources to help teachers engaged in teaching about the Community;
- e. the inclusion of the study of the Community as a priority content in the work of the Community's Educational Information Network.

17. The remainder of this communication is devoted to a more detailed explanation of these proposals, and to the organisational and resource aspects of an initial programme designed to carry them into effect.

AN AGENDA FOR ACTION

Organisational aspects

18. The Commission suggests that in order to plan and carry through the proposed initial programme, the relevant national educational authorities should work in partnership with all those other bodies which have a contribution to make - for instance,

teacher training institutions; Universities and other institutes engaged in research into the curricular and resource needs of European study; centres specialising in the study of the Community; associations of teachers with relevant disciplinary of subject interests (for instance, historians, geographers, economists,

modern linguists as well as teachers of civic or political education and of social studies); and voluntary organisations grouping teachers with a special interest in European and Community affairs.

19. In this context the existing Centre for European Education, located in Brussels, has a useful role to play. Formed some years ago to provide a common bureau for the European Schools Day and the European Campaign for Civic Education, with which the European Association of Teachers is closely associated, this Centre is in the process of establishing within all Member States of the Community national committees on which the relevant national educational authorities are represented. The Commission believes that the Centre could make a valuable contribution in the support which it gives to projects set up by the national committees, in facilitating contacts and joint projects between agencies in different countries and in supplying documentation to agencies working in this field in all the Member States. In this way, account could be taken of the Centre's continuing activities within the framework of the proposed strategy outlined in this paper.

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Content of programme:

a) Curricular provision

20. In order to ensure that adequate provision is made for the study of the Community, the Commission proposes that the Member States should undertake or encourage a systematic examination of the existing relevant curricula and take the necessary steps to introduce or encourage such modifications or developments as may be found necessary.

21. To encourage and facilitate this process, the Commission proposes that Member States should at the end of three years report formally to the Council of the Education Committee on progress made, and that after eighteen months the Commission should organize a colloquium of experts at which experience of interim progress could informally be exchanged.

b) Curriculum development

22. In order to focus attention on the pedagogical issues related to the study of the Community in the schools, to explore new ways of undertaking such study and to disseminate models of good practice, the Commission proposes that the Community should undertake a major scheme of curriculum development projects in this field.

23. The first step in the setting up of this scheme would be to conduct a study of the curricular needs and possibilities in order to establish models which could be operated in a selected number of pilot schools or districts. At this stage close attention would be paid to the possibilities and constraints of the different national systems, but at the same time the opportunity would be taken for Member States to learn from each other's experience and benefit from each other's proposals.

24. The Commission would indicate to the Education Committee, from the projects submitted by the Member States, a selected number of projects for inclusion in the scheme, in such a way that a satisfactory overall balance were achieved.

25. Priority would be given to inclusion in the scheme of curriculum development projects involving, rather than merely single establishments, districts or localities, and animated by the local or regional educational authorities concerned.

26. Schools participating in the scheme would be able to benefit from the provision of teaching materials produced by central agencies or by national agencies in other Member States, and from Community assistance in the organization of short-term teacher exchange and pupil exchange with other participating schools.

27. The projects would be financed partly from Community resources, normally on a 50% basis. The Community would be responsible for the costs of evaluation and publication at Community level of the results of the project, and the Commission would report on the progress of the scheme as a whole after a period of three years from its operational commencement.

c) Teacher training

28. The available evidence suggests that the present opportunities for teachers to learn about the Community, and how to present it in the classroom, are extremely limited both during their initial training and also in subsequent in-service training. As long as this situation continues, it will be very difficult to make any major progress towards the objective which has been defined earlier in this paper.

29. It is therefore suggested that Member States should review current provisions both for initial and in-service training with respect to teaching about the Community, and identify those institutions where such teaching is currently taking place, or where there would be an interest in developing it, examine the possibility of certain institutions developing specialized functions at national or regional level and address themselves to the problems to be faced in achieving an expansion of the provisions currently available.

30. The Commission for its part would undertake to support the operation of working links between institutions of initial and in-service training in different countries which are engaged in out-standing work in this field, over and above the opportunities already offered by the Community

schemes to assist the development of joint courses and to facilitate study visits for higher education staff.

31. Finally, the Commission would undertake to design and support a scheme of short- and medium-term study visits and exchanges for serving teachers who specialize in this field.

d) Support facilities for teachers

32. Another common complaint among teachers wishing to offer courses about the Community is of the lack of appropriate teaching materials (both written and audio-visual), and other types of help including access to sources of information.

33. As far as source material itself is concerned the Commission has already taken the initiative of compiling a catalogue of relevant material. It proposes to make this available to the relevant authorities in the Member States and to the Centre for European Education. Steps should then be taken, on the basis of this catalogue, to publish and make widely available a guide to existing material and other sources of relevant information in each appropriate language. The catalogue would also enable deficiencies in the materials at present available to be identified so that the necessary development work could be undertaken.

34. The Commission is also aware that in some countries steps are being taken either to create local resource centres or to provide - through existing documentation or pedagogical centres - information and material needed by teachers. It suggests that information about such initiatives should be made available throughout the Community through the education information network which the Community is in the course of establishing (see paras. 4.25 - 4.26 below).

e) Participation in the Community's Educational Information Network

35. In order to facilitate a greater flow of information about teaching

on the Community - as well as other aspects of the European dimension in schools - at both national and Community level, the Commission proposes that priority should be given to the inclusion of this theme in the Educational Information Network which the Community is in the course of establishing.

36. For this purpose the Commission would sponsor a feasibility study on the means of inserting the theme of studies of the Community into the Educational Information Network.

Resource implications

37. The Commission proposes that the programme described above should be funded on a basis of cooperation, with contributions both from the Community and the educational authorities in the Member States. The budgetary and staffing implications are indicated in the attached annex.

CONCLUSIONS

38. The Commission proposes that the Council and Ministers of Education

- approve the principle that the study of the Community should be regarded as an essential element of the European dimension in the education of all pupils in the schools of the Community countries;
- approve the objective of providing an opportunity for each pupil at the secondary level to undertake such study, and to develop his understanding of the Community throughout his school career;
- approve an action programme at Community level to promote these objectives, and of its budgetary and staffing consequences. The programme will consist of these elements:
 - (i) a major curriculum development project implemented in pilot schools;
 - (ii) promotion and support of initial and continuing teacher training;
 - (iii) provision of supporting facilities and materials for teachers;
 - (iv) inclusion of this content in the Community's Educational Information Network.

ANNEX

ACTION: THE STUDY OF THE EUROPEAN COMMUNITY IN THE SCHOOLS

Concise financial note for budgetary authority, relating to proposals for new actions

1. Budget line

392 Expenditure relating to action in the field of education.

2. Details of budget line

Post 3922 Educational activities with a European content: the study of the European Community in schools.

3. Legal basis

Resolution of the Council, and of the Ministers of Education meeting within the Council, of 9 February 1976, comprising a programme of action in the field of education (OJ C38 of 19.2.1976); in particular, paragraph IV 5 of the Resolution, which reads:

'In order to give a European dimension to the experience of teachers and pupils in primary and secondary schools in the Community, Member States will promote and organize educational activities with a European content. Cooperation in these areas at Community level will be developed in the light of the activities and experience of Member States.'

Resolution of the Council, and Ministers of Education meeting within the framework of the Council, to be adopted in the autumn of 1978, establishing a programme at Community level to promote educational activities with a European content in the schools at primary and secondary levels.

4. Objectives of the actions

4.1.0. General objectives

The general objective is to promote and encourage effective teaching

about the European Community in the primary and secondary schools of the Member States.

4.1.1. Specific objectives of the actions and their contribution to the general objective

- (a) To promote the establishment of teaching about the European Community on a sound basis by setting up a major curriculum development project in this field at Community level, comprising
- establishment with the aid of experts of curriculum models for teaching about the European Community, appropriate to the different educational systems of the Member States;
 - implementation of these models in 30 pilot schools within the Member States;
 - evaluation of the project.
- (b) Enabling the pilot schools to benefit from each others' experience during the course of the project, by financial support at Community level for:
- short study visits for teachers between the pilot schools;
 - visits for groups of pupils from the pilot schools to schools within or outside the project.
- (c) Promoting widespread exchange of experience (i.e., beyond the pilot project) for teachers and other educationists specializing in this field by means of financial support at Community level for:
- a programme of one-term teacher exchanges between Member States;
 - a programme of grants to support links between teacher-training institutions and pedagogic centres;
 - a programme of intensive study visits for educational personnel in positions of responsibility.

(d) Ensuring the availability to teachers of teaching material concerning the Community which is both accurate and designed as to level and presentation for educational use, by means of:

- production of bibliographies of material already available in the different languages;
- collection and dissemination of available multi-lingual material;
- identification of the need for, and production of, new material at Community level.

5. Financial implications of the actions (in E.U.C.)

5.0. Implications for expenditure

5.0.0.0. Expenditure from the Community budget (estimation)

ACTION	1980	1981	1982	1983
<u>A. Setting up of pilot projects to implement curriculum models</u>				
A.1. Direct development grants to individual projects	600,000	600,000	600,000	600,000
A.2. Evaluation of whole project	20,000	75,000	75,000	50,000
A.3. Teacher exchange between pilot schools	30,000	30,000	30,000	30,000
A.4. Pupil visits from pilot schools	90,000	90,000	90,000	90,000
A.5. Administrative costs of A.3. and A.4.	30,000	30,000	30,000	30,000

5.0.0.0. continued ./.

ACTION	1980	1981	1982	1983
<u>B. Exchange of experience between specialists</u> B.1. Programme of one-term teacher exchanges B.2. Grants to support links between teacher-training institutions and pedagogic centres B.3. Programme of study for specialists	 200,000 50,000 50,000	 200,000 50,000 50,000	 200,000 50,000 50,000	 200,000 50,000 50,000
<u>C. Provision of teaching materials</u> C.1. Production and dissemination of bibliographies C.2. Collection and dissemination of multi-lingual materials C.3. Production of new materials at Community level C.4. Administrative costs of C.1 - C.3.	 15,000 5,000 80,000 15,000	 15,000 5,000 80,000 15,000	 15,000 5,000 80,000 15,000	 15,000 5,000 80,000 15,000

5.0.0.0. continued ./.

SUMMARY: Estimated expenditure

ACTION	1980	1981	1982	1983
A. Pilot project	770,000	825,000	825,000	800,000
B. Exchange of experience	300,000	300,000	300,000	300,000
C. Teaching materials	115,000	115,000	115,000	115,000
TOTAL, <u>Community budget</u>	1,185,000	1,240,000	1,240,000	1,215,000

AMENDED

5.0.0.1./5.0.0.2. Expenditure by national administrators/other sectors

Owing to the different financial structures of the educational systems in the Member States, it is not possible to particularize in advance the distinction between national contributions and contributions at other levels of public administration or from other sectors.

For simplicity, the relation between the Community expenditure given under 5.0.0.0. above, and the contributions of the Member States are set out as follows:

For actions A2, A3, A5, B1, B2, C1, C2, C3, C4 the contribution of the Commission will normally constitute 100% of the costs of the action. For actions A1, A4, B3 the Member States concerned will normally make a contribution of up to 50% of the costs of the action.

5.0.1. Annual expenditure (separated credits)

Engagements and payments will take place within the same budgetary year.

5.0.2. Calculations: all figures relate to estimated expenditure.

Action A1

- Block grant of 20,000 to 30 pilot schools 600,000 1980-83
(additional staff, teacher-training programmes, equipment, consumables), comprising Community contribution of 50% of total costs for each school of 40,000 p.a.

Action A2

- Staff time of evaluation unit 20,000 1980-83
- Organization of a seminar of teachers and experts (90 participants for 3 days) 45,000 1981, 1982
- Two visits to each project, at 500 e.u.a., over three-year period 10,000 1981-2
- Production of final report 30,000 1983

Action A3

- Two teacher visits per pilot school per year at 500 e.u.a. 30,000 1980-3

AMENDED

Action A4

- 50 pupil visits per pilot school per year at 120 e.u.a. each = 180,000 e.u.a.
50% Community contribution 90,000 1980-3

Action A5

- Administrative costs of unit coordinating actions A3 and A4, at 15% of total cost of actions (i.e., of approx. 210,000) 30,000 1980-3

Action B1

- 50 one-term teacher bursaries at 4,000 per year 200,000 1980-3

Action B2

- 5 grants per year to support institutional links at 10,000 50,000 1980-3

Action B3

- 200 study visits per year at 500 = 100,000
50% Community contribution 50,000 1980-3

Action C1

- Production of bibliographies in one language, average of two issues per year at c. 2,000 e.u.a. for each of four languages 16,000 1980-3

Action C2

- Collection and dissemination of available multi-lingual material, staff and mailing costs 5,000 1980-3

Action C3

- Production of new materials at Community level, two projects per year at 40,000 including staff costs 80,000 1980-3

Action C4

- Administrative costs of C1-C3 above at approx. 15% 15,000 1980-3

5.1. Implications for revenues

Not applicable

6. Financing

6.0. Possible financing by means of credits inscribed in the given chapter of the current budget

None. The budget provision for 1979 related to these objectives allows only for preparatory work on a modest scale; the actions foreseen will not be sufficiently well prepared for engagements or payments to be made before 1980.

6.1. Financing by virement

None. There are no other budget chapters from which virements could be made.

6.2. Need for supplementary budget

Nil.

6.3. Credits to be inscribed in future budgets

Estimated expenditure for the period 1980-1983 has been given above. Expenditure from 1984 onwards cannot be foreseen until 1982.

Additional information for a new action

Information concerning personnel needed for implementation of the action

The additional staff resources needed in the Commission's services for execution of the action are $\frac{1}{2}A + \frac{1}{2}B + \frac{1}{2}C$.