Tuning

Tuning Educational Structures in Europe

Reference Points for the Design and Delivery of Degree Programmes in **European Studies**

Education and Culture DG

Life Long Learning

Reference Points for the Design and Delivery of Degree Programmes in European Studies

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Tuning Educational Structures in Europe

The name *Tuning* was chosen for the project to reflect the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in the Tuning Project from the very start and the project in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national academic authority.

This publication reflects the views of the authors only, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

Content

Validation Conference of Humanistic and Social Sciences in the Tuning Project

The Report of the Validation Panel on European Studies is anchored both on the documents provided by the Tuning coordination – The General Brochure of the Tuning Project and The Specific Brochure of European Studies – and on the discussion that took place between the members of the validation panel and the representatives of the partner institutions of the Tuning Project of European Studies.

Both documents provided the main guidelines that frame the Tuning Project as a relevant tool of transnational dialogue and cooperation among European universities, according to the Lisbon Agenda, and the specific role of European Studies as enhancer of scientific and intellectual analysis of a common identity based on diversity.

The discussion was an excellent opportunity to make clear several doubts concerning the specificity of national experiences – e.g. the emphasis on different subject areas-, the sequence between the different cycles (bachelor, master, doctorate), and the specific competences thus required, the move from multidisciplinary to interdisciplinary approaches, and the importance of cooperation among European universities...

The panel analyzed all the information gathered at the above-mentioned stages and reached the following conclusions.

A. The panel welcomes the work that so far had been done by the group. The panel underlines the breath of the document and its diversity in terms of national practices and approaches, in particular where national identities and transnational cooperation interface. The panel also welcomes its importance as an outline of the main competences underlying European Studies, and as an anchor for future networking among European universities with a view to enhancing employability, strengthening the Lisbon agenda, and encouraging European citizenship.

B. The panel welcomes the extent and diversity of the competences defined by the group. However, the panel suggests a reconfiguration of the competences frame, since the panel considers that one should not

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lose sight of what actually happens in the learning process at different levels......[At this point the panel suggested a specific way of reconfiguring the competences].

C. The panel suggests that the move from multidisciplinary to interdisciplinary teaching and learning should be given greater importance as a core element of the development of the curriculum of European Studies as students gain experience through higher education.

D. The panel also suggests that a degree in European Studies at Doctorate level should necessarily contain a joint program with two universities from distinct countries, and that doctorate students should be required to have a first or second level degree on European Students.

E. In view of the importance of the transition from University to labor market the panel also suggests that further consideration should be given to employability, associating stakeholders in the wider society with European Studies Programs.

F. Finally, the panel suggests that the group should not be dissolved at the end of the project. Instead it should function as embryo for a network of European Studies with a role in particular in building the above-mentioned Doctorate programs among their different universities.

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The Response of the European Studies Subject Area Group to the Report of the Validation Panel (edited)

The Subject Area Group welcomes the report of the validation panel and is grateful both for the endorsement that it has given to the group's work and also for its constructive comments …

1. The Reconfiguration of Competences

We regarded both the general idea of reconfiguration of competences, and the detailed proposals as very helpful, and considered them at a length. Eventually, the SAG decided that the essential aspects of the

validation panel's proposals could be achieved in a slightly different way, which would maintain greater consistency with the Tuning Project's distinction between Generic and Subject Specific Skills…. The SAG therefore re-arranged the competences as follows:

— Generic Competences of Special Relevance to European Studies

— General European Issues

— European Union Issues

It also took the opportunity to revisit and revise some of the competences and to group them under the three headings «ability», «awareness» and «knowledge» in a competence framework, presented in a tabular form.

The reconfigured competences have been included in the revised leaflet.

2. Multidisciplinarity and Interdisciplinarity

We agree that the move from multi-disciplinary to inter-disciplinary teaching and learning is a core element in the development of the curriculum of European Studies, and had already devoted a section to this in the leaflet. Since the SAG has reflected existing practices, rather than attempting to *prescribe* a particular approach, we believe that the current formulation expresses the general position. Nevertheless, we share the educational philosophy of the panel, and this also informs our proposal for a European Studies PhD.

3. The European Studies Doctorate

We were delighted that the panel shared our conviction that an interdisciplinary European Studies doctorate was desirable. The proposal that this should necessarily contain a joint programme with two universities from different countries, and that doctorate students should have a first or second level degree in European Studies, stimulated our own thinking on the issues. We have subsequently produced a paper elaborating these ideas, which has been submitted to Robert Wagenaar, the joint Tuning Project co-ordinator…

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4. The Continuation of the SAG

We were also very pleased that the panel suggested that the group should continue at the end of the project as an embryo for a network of European Studies, with a role in building the Doctorate programmes mentioned above. This proposal has already been submitted….

1. Introduction to the Tuning Project

Tuning Educational Structures in Europe is a university driven project which aims to offer higher education institutions and subject areas a concrete approach to implementing the **Bologna Process.**

The Tuning approach, explained in more detail in the accompanying booklet, consists of a methodology to (re-) design, develop, implement and evaluate study programmes for each of the three Bologna cycles. It has been tested in several continents and found fruitful and can be considered valid worldwide. Furthermore, Tuning serves as a platform for developing reference points at subject area level. These are relevant for making programmes of studies comparable, compatible and transparent. The reference points are expressed in terms of intended learning outcomes and competences.

Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a learning experience. According to Tuning, learning outcomes are expressed in terms of the *level of competence* to be obtained by the learner.

Competences represent a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values. Fostering these competences is the object of all educational programmes which build on the patrimony *of knowledge and understanding* developed over a period of many centuries. Competences are developed in all course units and assessed at different stages of a programme. Some competences are generic (common to any degree course); others are subject-area related (specific to a field of study). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.

To make levels of learning comparable the subject area groups/Thematic Networks have developed cycle (level) descriptors, which are also expressed in terms of competences.

According to Tuning, the introduction of a three-cycle system has brought about a change from a staff centred approach to a student-oriented approach. It is the student who have to be prepared as well as possible for their future roles in society. Therefore, Tuning has organized a Europe-wide consultation process including employers, graduates and academic

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staff to identify the most important competences that should be formed or developed in a degree programme. The outcome of this consultation process is reflected in the set of reference points – generic and subject specific competences – identified by each subject area.

Besides addressing the implementation of a three-cycle system, Tuning has given attention to the Europe wide use of the student workload based European Credit Transfer and Accumulation System (ECTS). According to Tuning, ECTS is not only a system for facilitating the mobility of students across Europe through credit accumulation and transfer; ECTS can also facilitate programme design and development, particularly with respect to coordinating and rationalising the demands made on students by concurrent course units. In other words, ECTS permits us to plan how best to use students' time to achieve the aims of the educational process, rather than considering teachers' time as a constraint and students' time as basically limitless. According to the Tuning approach credits can only be awarded when the learning outcomes have been met.

The use of the learning outcomes and competences approach might also imply changes regarding teaching, learning and assessment methods which are used in a programme. Tuning has identified approaches and best practices to form specific generic and subject specific competences.

Finally, Tuning has drawn attention to the role of quality in the process of designing or re-designing, developing and implementing study programmes. It has developed an approach for quality enhancement, which involves all elements of the learning chain. It has also developed a number of tools and has identified examples of good practice, which can help institutions to boost the quality of their study programmes. Launched in 2000 and strongly supported, financially and morally, by the European Commission, the Tuning Project now includes the vast majority of the Bologna signatory countries. The work of Tuning is fully recognized by all the countries and major players involved in the Bologna Process.

At the Berlin Bologna follow-up conference which took place in September 2003, degree programmes were identified as having a central role in the process. The conceptual framework on which the Berlin Communiqué is based is completely coherent with the Tuning approach. This is made evident by the language used, where the Ministers indicate that degrees should be described in terms of workload, level, learning

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outcomes, competences and profile. As a sequel to the Berlin conference, the Bologna follow-up group has taken the initiative of developing an overarching *Framework for Qualifications of the European Higher Education Area* (EQF for HE) which in both concept and language is in full agreement with the Tuning approach. This framework has been adopted at the Bergen Bologna follow-up conference of May 2005.

The EQF for HE has made use of the outcomes both of the Joint Quality Initiative (JQI) and of Tuning. The JQI, an informal group of higher education experts, produced a set of criteria to distinguish between the different cycles in a broad and general manner. These criteria are commonly known as the «*Dublin descriptors*». From the beginning, the JQI and the Tuning Project have been considered complementary. The JQI focuses on the comparability of cycles in general terms, whereas Tuning seeks to describe cycle degree programmes at the level of subject areas.

An important aim of all three initiatives (EQF, JQI and Tuning) is to make European higher education more transparent. In this respect, the EQF is a major step forward because it gives guidance for the construction of national qualification frameworks based on learning outcomes and competences as well as on credits. We may also observe that there is a parallel between the EQF and Tuning with regard to the importance of initiating and maintaining a dialogue between higher education and society and the value of consultation – in the case of the EQF with respect to higher education in general; in that of Tuning with respect to degree profiles.

In the summer of 2006 the European Commission launched a European Qualification Framework for Life Long Learning (LLL). Its objective is to encompass all types of learning in one overall framework. Although the concepts on which the EQF for HE and the EQF for LLL are based differ, both are fully coherent with the Tuning approach. Like the other two, the LLL variant is based on the development of levels of competences. From the Tuning perspective both initiatives have their value and their roles to play in the further development of a consistent European Education Area.

This brochure reflects the outcomes of the work done so far by the **European Studies** Subject Area Group (SAG), encompassing both Teacher Education and Education Sciences. The outcomes are presented in a format that was developed to facilitate readability and rapid comparison across the subject areas. The summary aims to provide,

in a very succinct manner, the basic elements for a quick introduction into the subject area. It shows in synthesis the consensus reached by a subject area group after intense, prolonged and lively discussions in the group.

The Tuning Management Committee

2. Introduction to the European Studies Area

European Studies is focused on the analysis of national and transnational developments in the European continent as a whole, with the analysis of European integration as a central element in the curriculum. Because the definition of the subject area is shaped by contemporary phenomena, degree programmes are constantly evolving. For example, the terrorist attacks in Madrid in 2004 and London in 2005 and the responses to them, raised specific questions about external policy, migration, civil liberties, and intercultural relations; the defeat of the Constitutional treaty in the French and Dutch referenda in 2005 gave rise to renewed discussions about the nature of the EU and its popular legitimacy; and there are continuing debates about the definition of Europe and European identity. There are also variations in the disciplinary composition of the degrees, with typical subjects including law, economics, politics and international relations, history, sociology, public administration and business administration. Differences in the structure, content and approach to teaching / learning, arise both from national traditions and the pedagogy of the Faculty/Department in which the degrees developed (for example, Law, Economics or Politics). Furthermore, there are currently some differences of emphasis between the programmes in the new member states (and applicant countries) on the one hand and longer term members on the other, since there is a more urgent need for training on European integration in the former. The European Studies subject group believe that this diversity of approaches is beneficial and that it would be a great mistake to attempt to impose any uniformity of provision. However, there are very considerable similarities in the objectives of the degrees and the competences they seek to foster.

It is important to note that European Studies is a relatively young subject area and new developments may be expected as a result of experience over time and mutual learning from academic staff in the different countries. This leaflet begins by summarising some of the main conclusions reached by the subject area group. However, many points were modified during the course of several meetings and in correspondence between members of the group. The leaflet therefore also includes some of the discussion that demonstrates the *process* through which the group reached its conclusions. It is hoped that this will stimulate comment by others leading to further definition of the subject area.

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2.1 Degree profile (s) and occupations

Typical degrees offered in the subject area

Cycle	Typical Degrees Offered
First	Generally two different groups of typical degree may be identified — Bachelors in European Studies (with support and specialization courses in subject specific areas, for example law, politics, economics, history, business administration, sociology, etc.) — Bachelors in a subject specific area (e.g. law, arts, economics, history, business administration, sociology, etc.) with specialization in European Studies
Second	Again two different groups of typical degrees may be identified — Masters in European Studies (with support and specialization courses in subject specific areas, for example law, politics, economics, history, business administration, sociology, etc.) — Masters in subject specific areas (e.g. law, politics, economics, history, business administration, sociology, etc.) with specialization in European Studies
Third	— Generally there is not a Ph.D. cycle in European Studies and students tend to study for doctorates in specific subjects. The subject group noted that this is paradoxical and believes that discussion should now take place about the desirability and practicality of introducing a European Studies PhD. However, there are many doctorates on topics within the field of European integration, drawing on more than one discipline, and doctoral students are often based within Departments, Centres, etc. of European Studies.

Employability and Typical occupations of graduates in European Studies

European Studies graduates gain in employability, since they are able to work in many different tasks, agencies and productive structures. Their competences, developed within European Studies and combined with the multi-disciplinary and interdisciplinary context of the European Issues, strengthen their chances regarding employment in diverse labour domains such as:

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International organisations (such as OECD, Council of Europe, OSCE, etc); insitutions of the European Union (such as the European Parliament, European Commission, Council of the European Union, etc.); transnational organisations, which represent different interest groups at European level; administrative structures of the European states at central, regional and local levels of governance; companies, operating within the Single market and/or trading with the European Union; policy research centres; non-governmental organisations; mass media; information centres, political parties and other organisational structures witha special interest in European affairs.

European studies' graduates are by definition multidisciplinary, mobile, flexible and highly competent human resources, «friendly» to the new structures of employment and economy in a constantly changing and challenging international socio-economic context. In addition their competence in languages strengthens their ability to work in a multicultural context.

While the fields of employment for first and second cycle graduates are similar, second cycle degrees normally provide opportunities for higher level job positions.

Role of subject area in other degree programmes

Degree programmes in many subject areas, especially in law, politics, economics, history, sociology and business administration include courses dealing with European issues. Specialists on European integration are also often asked to provide relevant courses in such programmes, particularly as a result of the Europeanisation of the curriculum. These courses may be of a general character at a relatively introductory level (particularly in bachelor degree programmes) or may be of a specialist nature – for example, on aspects of European integration studied within a particular discipline.

Consultation process with stakeholders

There are now several academic and professional bodies in the European Studies area. In particular, there are national European Community Studies Associations (ECSA) in most European countries and there are also periodic ECSA World Conferences. The Jean Monnet programme

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has created Chairs and Centres of Excellence and has facilitated the development of modules in European integration throughout the world. In addition, there are several other bodies concerned with specific issues of relevance. All these national and transnational bodies, bringing together specialists in the field, contribute to the enrichment of the European Studies curriculum. At the same time, there is an ongoing debate about «European issues» within particular subject areas, particularly because of the growing importance of the European Union and the increasing need for an awareness of European issues. The mutual interactions between academics and stakeholders in the public and private sectors and in NGOs people, state representatives etc.) also feed into the development of the subject area.

2.2. Subject Specific Competences and the «core» in First Cycle and Second Cycle Degrees

The group met for the first time in Brussels in May 2003. It was very diverse in terms of disciplinary background, the level at which European Studies was taught at each member's university, and it was weighted towards states that were, at that time, outside the EU. (At the first meeting there were five people from member states and seven from candidate and applicant countries). Discussions within the group and the consultation and validation processes reinforced the conviction that European Studies draws on disciplines across the humanities and social sciences and that the degree programmes reflect different emphases in their subject mix. Nevertheless, all the degrees are multi-disciplinary and seek to provide students with an inter-disciplinary understanding of Europe. The group has agreed the following list of competences, which have been divided into the three headings shown below. These reflect broad categories and the group is aware that some of the competences could appear under more than one of the headings. The Box at the end of the section also shows the competences in tabular form under the further headings of Ability, Awareness and Knowledge.

Generic Competences of Special Relevance to European Studies:

1. Ability to communicate in one's own and foreign languages using the appropriate terminology in this subject area.
2. Ability to identify and utilise appropriately sources of information (bibliography, documents, websites, etc.) in all relevant areas.

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3. Ability to organise complex research results in a coherent form.
4. Ability to work in a multicultural team.
5. Ability to work on an interdisciplinary area.
6. Ability to undertake field investigations and surveys using appropriately sensitive methodologies.
7. Ability to reflect on one's own values and to question concepts, ideas and theories
8. Awareness of and ability to use different disciplinary methodologies in an integrated way.

Specific Competences on General European Issues:

9. Ability to comment on or annotate documents appropriately in relation to critical issues in European Studies.
10. Ability to interpret European events, developments and policies in national, regional and local frameworks.
11. Awareness of the complexity of the process of wider European Co-operation.
12. Awareness of and respect for points of view deriving from different European national and cultural backgrounds.
13. Awareness of and respect for points of view deriving from non-European national and cultural backgrounds.
14. Awareness of the relevance of European Studies in the contemporary development of Europe.
15. Awareness of the debates about European citizenship and European identity.
16. Knowledge of modern European history in a comparative perspective.
17. Knowledge of ideas of Europe.
18. Knowledge of Europe's changing role in the world.

Specific Competences on European Union Issues:

19. Ability to define suitable research topics contributing to debates on European integration
20. Awareness of the complexity of the EU enlargement and integration processes.
21. Awareness of the social chapter (welfare state, employability, higher education, etc.) in the framework of the EU integration process.

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22. Knowledge of integration theories.
23. Knowledge of the history of European integration.
24. Knowledge of European Union institutions and decision-making processes.
25. Knowledge of European Union policies.
26. Knowledge of the national, regional and local impact of the integration process in Europe.

Competences Framework

	Ability	Awareness	Knowledge
Generic	1, 2, 3, 4, 5, 6, 7	8	
General European Issues	9, 10	11, 12, 13, 14, 15	16, 17, 18
European Union Issues	19	20, 21	22, 23, 24, 25, 26

The core content for the subject area at first and second cycles were agreed as follows:

— **Core of European studies for first cycle**

- Knowledge of ideas/concepts of Europe
- Knowledge of European integration
- Knowledge of European institutions and decision making policies
- Knowledge of EU policies
- *Knowledge of Europe's changing role in the world*
- Ability to work on an interdisciplinary area
- *Ability to communicate in one's own and foreign languages using the appropriate terminology*

— **Core of European studies for second cycle**

- Knowledge of ideas/concepts of Europe
- Knowledge of European integration
- Knowledge of European institutions and decision making policies
- Knowledge of EU policies

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- *Knowledge of Europe's changing role in the world*
- Ability to use different disciplinary methodologies in an integrated way
- Ability to interpret European events, developments and policies in national, regional and local frameworks
- *Ability to communicate in one's own and foreign languages using the appropriate terminology*

One of the striking aspects of the discussions, confirmed by the response to a questionnaire completed by teachers of European Studies in the countries represented in the group, was the great similarity of the subject specific competences for the first and second cycle, although the second cycle would lead to learning outcomes at a higher level. The reasons for the similarity of the competences at the two levels stimulated much discussion at the group's second meeting in Athens in November 2003 and third meeting in Brussels in May 2004. One obvious factor was that students who take European Studies at Masters level have often taken a different subject at Bachelors level. They may, for example, take a subject, such as Economics, History, or Politics in their first cycle and then choose to take European Studies at second cycle level. This means that the Masters degree cannot assume familiarity with the subject area (for example, of the European Union) in the same way as in single disciplines. A further factor is that many universities tend to provide *either* a Bachelors *or* a Masters degree in European Studies and therefore the definition of the necessary components of the degrees is similar. However, in these discussions the group recognised that the difference in level at first and second cycles was reflected partly in a greater emphasis on *abilities* rather than *knowledge* and also in relation to the development of inter-disciplinarity.

This issue of inter-disciplinarity was discussed in depth at the meeting in Brussels in May 2004.

2.3. Multi- and Inter-Disciplinarity

It was agreed that European Studies was both a multi-disciplinary and an inter-disciplinary subject area. The difference was agreed to be as follows: «*multi-disciplinary*» designates a course in which a number of disciplines relevant to, or constitutive of, European Studies are studied in parallel; «*inter-disciplinary*» indicates a course in which some or all of these disciplines are brought into sufficiently close contact for a synthesis to take place.

These features of European Studies raise several problems of both a practical and theoretical nature. For example, in some countries there may be national jurisdictions that make the recognition of multi-disciplinary and inter-disciplinary degrees rather difficult. However, the group was more concerned with some of the theoretical issues and their relationship with learning and teaching. In particular, the following questions were discussed:

— How can multi-disciplinary input yield inter-disciplinary output?
— Does an inter-disciplinary course imply multiple staffing?
— In an inter-disciplinary course, who is responsible for the integration – the student, the teachers, or all parties concerned?
— If multi- and inter-disciplinary studies coexist within a particular degree, in what sequence are they introduced?
— If there is a transition from multi- to inter-disciplinarity, at what point does it take place and what are the pedagogic implications?

2.4. Level descriptors for 1st and 2nd cycle

These discussions led to a refinement of the distinction between first and second cycles.

— The first cycle model proceeds from a first part in which relevant component disciplines are normally studied in parallel (although some thematic elements of modules may be introduced at an early stage). After adequate induction, perhaps of one or two full-time years, the course ends with a moment of integration or synthesis, in which the different disciplines inform each other in an appropriate pedagogic and methodological environment.
— If the second cycle recruits students who have successfully completed a first cycle course of the type above, it can be wholly inter-disciplinary.
— If, however, it caters for students who have graduated via single-subject routes, it will proceed from multi- to inter-disciplinary studies, by analogy with the first cycle programme, though at a higher level.

However, there are significant variations in approach. For example, in Sweden the pattern is inverted. Thus during the first two years of the first cycle, the emphasis is on inter-disciplinary study of a particular problem or set of issues, with greater disciplinary specialization at later stages. Nevertheless, all the programmes seek – to a greater or lesser extent – to provide both multi-disciplinary and inter-disciplinary learning outcomes.

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Because of the variation in the disciplinary combinations of the degree programmes, and because some students take Masters degrees in European Studies, without having previously taken a Bachelors degree in the subject area, it is difficult to differentiate precisely between the first and second cycle subject descriptors. However, the second level descriptors emphasise a deeper level of attainment, with a greater emphasis on abilities and inter-disciplinary research.

First cycle level descriptors
After the completion of first cycle, students in the area of European Studies should be able to: a. work in an interdisciplinary area   b. communicate in one's own and foreign languages using the appropriate terminology   c. show understanding of the multi-disciplinarity of the area and the connections between its disciplines   d. demonstrate understanding of ideas and concepts of Europe and European integration   e. demonstrate understanding of European institutions and decision making processes
Second cycle level descriptors
After the completion of the second cycle, students in the area of European Studies should: a. have an ability to interpret European events, developments and policies in national, regional and local frameworks   b. have an ability to use different disciplinary methodologies in an integrated way   c. have sufficient competences to do guided research   d. have an ability to work independently   e. be able critically to follow and interpret EU policies   f. be able critically to follow and interpret ideas and concepts of Europe and European integration   g. have an ability to communicate in one's own and foreign languages using the appropriate terminology   h. have international mobility and cultural understanding   *Note*. The identification of descriptors for the first and second cycle is based on the presumption of the existence of both bachelor and master levels. However at some universities European Studies programmes take place either only at the first cycle level or only at the second cycle level. In these cases the specific level descriptors may be slightly modified.

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European Studies and Inter-Cultural Understanding

One other key feature of European Studies permeated many of the discussions in the group, but was never analysed systematically: its role in inter-cultural understanding. Some approaches to the subject area specifically explore issues of culture while others are based within the social sciences. As already noted, there are also differences in the extent to which programmes are specifically oriented towards providing practical education for personnel who may subsequently work within European institutions. Yet all the degrees raise issues about the nature and definition of Europe and allied questions about identity, and also seek to provide relevant competences in these areas, which are neither purely «academic» in a traditional sense nor simply to do with «employability'. For example, the subject specific competences include the following:

4. Ability to work in a multicultural team.

12. Awareness of and respect for points of view deriving from different European national and cultural backgrounds.

13. Awareness of and respect for points of view deriving from non-European national and cultural backgrounds.

15. Awareness of the debates about European citizenship and European identity.

2.5. Teaching, Learning Activities, Learning Outcomes and Assessment

The group discussed aspects of learning, teaching and assessment at its meetings in Brussels in May 2004, Budapest in April 2005 and Rousse in November 2005. These discussions were also supplemented by work outside the meetings in which group members wrote explanations of their methods in relation to the acquisition of some of the competences.

In many respects, European Studies adopts methods to learning, teaching and assessment that are similar to those in other subject areas in the social sciences and humanities, with a similar range of diversity based on distinct national traditions. Yet some pedagogic approaches are emphasised because of the particular characteristics of European Studies outlined above.

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i. Teaching Methods

Lectures are forms of teaching/learning in which the primary activity is the teacher speaking to a group of students, the size of which may vary very considerably. Most institutions continue to regard *lectures* as indispensable to provide basic knowledge, particularly in the early stages of the first cycle, although there is a change in the nature of lectures, with a greater use of new technologies. Awareness that there are a variety of other sources of knowledge available also means that in many places lectures are no longer compulsory. The content of lectures also tends to shift at more advanced levels, with an increasing emphasis on conceptual, theoretical, interpretative and methodological aspects and a diminishing stress on factual knowledge.

Students are required to participate in discussions of various kinds. *Seminars* form part of the active learning environment, but they again differ from institution to institution and country to country. There is always interaction between staff and students, normally with student-led activity, often in the form of presentations on particular topics. In many countries, there are also *research seminars,* particularly at 2nd and 3rd cycle levels. These provide an opportunity for students to elaborate, present and defend research results, and relevant research methodologies are discussed and applied. (These research seminars are often also linked to the dissertation/thesis, which is discussed separately below). Another active learning method, which is quite widely used, is through *group project work*, in which students are required to work collectively, sometimes tackling multi-disciplinary questions that necessitate the use of different methods. *Simulation exercises* are also used in some places, particularly as a means of highlighting problem-solving and negotiation in practical contexts – such as EU decision-making. Many courses also include placements and internships in relevant organisations so as to enhance knowledge and practical understanding, but these tend to be used at more advanced levels (typically in the second cycle). Most programmes include conferences and sessions with visiting speakers, which may include both academics and people working within European Institutions.

Tutorials are relatively informal sessions through which students receive guidance and advice on their work, either in small groups or individually. Their frequency depends in part on staff-student ratios and also on national traditions, but *supervisions* for the *dissertation/thesis* are typical in most systems. The *dissertation/thesis*, which is common to all 2nd

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Cycle courses and is sometimes present in 1st Cycle courses, normally involves the supervisor providing suggestions on the research approach and methodology, and also commenting on draft sections of the final product.

While European Studies thus includes similar learning and teaching methods to those found in many of the other Tuning Project subjects, its specific features have some implications on its pedagogy. The features noted in a) to c) above therefore give a particular relevance to the following approaches:

— simulation exercises
— project work
— inter-disciplinary seminars
— teamwork
— problem-based learning
— multiple staffing, bringing different perspectives to problems, policies and themes
— methodological and theoretical seminars
— visiting speakers, representing professional practice
— interdisciplinary bachelors and masters theses
— internships in relevant organisations.

ii. Learning Activities

There is naturally a close relationship between the teaching methods outlined above and the learning activities of the students. Nor is knowledge, at any level, regarded as the passive acquisition of information, but also as the development of greater understanding through active learning. Thus even though *lectures* are primarily led by teachers, while students listen, take notes, and may occasionally ask questions, there is a general consensus that lectures must always be supplemented by other activities, including reading from the whole range of sources, the writing of papers, and seminars. ICT has become of increasing importance in learning, with most students making great use of the internet for documents, newspapers, ejournals, and European Union sources.

The variety of participative methods described above (including *seminars*, *project work*, *simulation exercises* etc) involve a number of learning

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activities, which include the development of oral and teamwork skills, such as chairing seminars, presenting papers, participating in discussions, learning to give constructive criticism, collectively defining tasks and appropriate research methods and resolving problems. Participation in sessions involving visiting speakers from European institutions and attendance at conferences with practitioners and academics enable students to make connections between theoretical and practical issues, and such linkages are also fostered through periods spent on placements or as interns in relevant organisations.

Above all, the primary learning experience is through reading, research, and the writing of papers and essays of increasing sophistication. Both the formal and informal learning activities in the first and second cycles provide students with knowledge and abilities defined in the subject specific and general competences. However, for students who successfully complete the degree programmes the cumulative effect of the activities involved should be to develop their skills as independent learners, with a capacity for research on European issues.

iii. Assessment

Various assessment methods are used. These depend in part upon distinct national traditions. In particular, while some countries frequently use oral examinations, others rely on written examinations and course work.. However, the form of assessment is also dependent upon the kind of learning activity involved. For example, where seminars are designed to enhance the students« ability to present papers, participate in discussions, and offer constructive criticisms, an element in the assessment is based on an evaluation of their performance in these respects. Nevertheless, the subject area group has not discussed in detail the extent to which the assessment methods used are always closely tailored to the learning outcomes that a particular course seeks to promote.

The most common forms of assessment are by written examinations (seen and unseen) that take place at various stages in the degree programmes, and through essays of various lengths. Some programmes use short tests and some also use multiple choice examinations in certain subjects. Placements and internships are usually assessed through a report. Where a particular course has involved a collective project, there may be some element of collective assessment. The tabular representation in section v. below provides many examples of how particular subject competences are assessed.

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iv. The Dissertation/Thesis

In some first cycle programmes, and in virtually all second cycle pro-
grammes, the dissertation/thesis is the culmination of the learning/
teaching process and also plays a key role in the assessment The disser-
tation is given particular weight because this provides an opportunity for
the student to demonstrate the ability to carry out independent research
on a relevant topic that s/he has chosen in consultation with one or
more members of academic staff. To succeed in this task the student will
need to find appropriate sources, develop a suitable methodology, and
manage time efficiently. S/he will also need to produce a well-argued
and well-structured piece of work. Finally, it is in the European Studies
dissertation, above all, that students (particularly at second cycle level)
will normally be required to demonstrate an ability to draw on more than
one subject so as to provide an inter-disciplinary insight into the relevant
research problem.

The assessment will be based on evaluation of the student's success in
relation to these competences. However, the exact nature of the assess-
ment again varies in accordance with different national traditions. In
some countries it is based entirely on the written text, whilst elsewhere
the candidate will also be required to defend the dissertation orally.
Similarly, there are different national traditions in relation to the number
of examiners involved and whether these are drawn from the particular
institution or whether there are external examiners.

v. Linking Learning, Teaching and Assessment methods to specific competences

The Subject Area group played no role in the definition of the general
competences, since those involved in Tuning 1 had already agreed these.
However, the European Studies group discussed the subject specific
competences many times, and in its meeting at Rousse, it was agreed
that those present should each choose three competences and write a
brief report about them. This would outline the way in which the stu-
dents viewed the competence; the kinds of teaching/learning methods
that were used in relation to it; the learning activities involved; and its
assessment methods. The results of the exercise are shown in tabular
form below:

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Competence 19	Ability to define suitable research topics contributing to debates on European integration
Teaching Method	This is progressively introduced through the first cycle, with greater emphasis in the second cycle. Teachers may help their students in several ways, including: — Lectures focusing on such debates within EU, national, regional and local institutions, while also exposing students to a large variety of documents, originating from diverse sources. — In depth analyses of concrete debates in seminars, with students required to give oral presentations providing an overview of the literature on specific research questions, with critical comments on the articles or books they have read. — Requiring students to present and analyse relevant topics in research seminars. — Stressing the importance of practical experience through tasks assigned to students in internship/ fieldwork, including a requirement that they discuss methodological aspects and reflect on their impact on the results they obtain
Learning Activities	— Through lectures students learn to grasp the essential problems in the process of integration at different levels, and their supplementary work (reading, seeking further sources, writing commentaries etc.) should encourage personal reflection on the material. — In seminars they gain experience in analysing problems that trigger debates, and actively participate in group discussions on relevant topics. — In presentations in seminars they raise research problems, answer questions and defend their arguments, and are sometimes given the opportunity of direct contact with actors in current debates. This facilitates their understanding of the kind of information needed by different actors and interest groups. — The research dissertation (particularly at second cycle level) is often directly related to debates on European integration, and may be research based on an internship.
Methods of Assessment	A variety of methods, including written examinations (both seen and unseen), assessed research papers, evaluation of performance in the course, and assessment of the thesis (sometimes including oral defence).
Notes	

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Competence 3	Ability to organise complex research results in a coherent form
Teaching Method	All academic teachers, directly or indirectly, suggest their own topics, principles and methods of research and encourage the development of more complex research, particularly through presentations at seminars and through their own writing. Teachers foster this ability by the recommendation of academic literature, statistical and other data and information, and through advice, suggestions, consultancy and evaluation. In order to help students, many institutions put on special classes on research methods and dissertation writing, and give the students special exercises to organise their results in a coherent form. Teachers also provide feed-back on drafts offering advice on organisational issues.
Learning Activities	Seminar presentations, writing course-work papers, and working in small groups on research topics. The culminating activity is in researching and writing a dissertation/ thesis, particularly at Masters level.
Methods of Assessment	Assessment, both of presentations and general participation, and of written work. The organisation of research and arguments are regarded as significant factors in the evaluation. The dissertation/thesis, particularly at Masters level, is of particular importance and in many countries students are required to defend their work publicly, so that a collegium of their academic teachers may evaluate this competence.
Notes	Some countries introduce a dissertation at first cycle level and do not normally assess through an oral, or public defence, at either first or second cycle levels.

Competence 4	Ability to Work in a Multicultural Team
Teaching Method	— By stressing the importance of language competences — By stressing the different paths of cultural development in Europe. The subject area also stresses the importance of multicultural teamwork amongst the student group, so that the competence can be developed through: — Problem-solving when applying different discussion techniques – e.g. brainstorming, group discussion — Participation in different types of discussion e.g.round table, panel discussion, etc.

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Competence 4	Ability to Work in a Multicultural Team
Teaching Method	— Leadership of different types of discussion — Simulation games, role plays, case studies — Analysis of situations in which the behaviour of representatives of other cultures is presented; — Analysis of texts in which the values, attitudes and customs of the representatives of other cultures are presented; — Record of a real discussion for problem-solving and analysis of one's own behaviour and the behaviour of the other participants; — Organizing a residential seminar abroad, with pair students from another European country.
Learning Activities	— They learn how to deal with other members of the team from different cultural backgrounds, developing greater mutual understanding; — Through discussions they confront a wider ranger of viewpoints, providing a basis for greater flexibility and a less dogmatic conviction that a particular perspective is necessarily «valid»; — In cases of conflict, they have to develop intercultural mediation skills. They also learn more about their own culture, values and stereotypes, as well as those of the other members of the team. They may also learn to compare different historical myths, about the origins and evolution of several countries, and critically to assess such myths and their continuing impact; — They learn to co-produce papers and collectively present them orally, in an interactive way, thus developing develop good communication skills.
Methods of Assessment	At each stage of this team assignment: — During the collective preparation: by the degree of autonomous work they perform and the type of help they asked for, indicating their level of difficulties; — By the co-produced paper and the level of integration of the different parts it demonstrates; — At the oral presentation, by the communicative competences demonstrated and the intercultural awareness of the group; — In the discussion stimulated by their presentation and the answers given by the team members; — For the residential seminar, various tools of evaluation may be set up: a diary, a metacognitive approach one month later, a report, a forum on the internet with the other group members.

Competence 4	Ability to Work in a Multicultural Team
Notes	While all members of the subject group regard this competence as very important, the above outline represents a particularly systematic approach to it.

Competence 5	Ability to work on a interdisciplinary area
Teaching Method	— By requiring students to summarise papers from different disciplines and subsequently asking them to present a paper in an interdisciplinary area of work, which is then constructively criticized by the other working groups in a concluding debate; — Through group projects, involving the use of different disciplines, drawing on distinct methodologies and theories; — Through case-studies on policy areas or topics (such as sovereignty) involving inter-disciplinary analysis; — The dissertation/thesis, which typically requires some ability to bring two or more disciplines together by researching a European issue.
Learning Activities	— Through exposure to a variety of disciplines from the beginning of the first cycle; — By synthesizing knowledge and information and locating their work in different perspectives; — Through offering and receiving criticism, which is sometimes derived from a variety of disciplines; — Through researching and writing a dissertation/thesis.
Methods of Assessment	By written examinations, presentations of papers, seminar participation, the dissertation/thesis and, in some cases, through oral examinations.
Notes	

Competence 7	Ability to reflect on one's own values and to question concepts, ideas, and theories
Teaching Method	— Devising a curriculum that raises questions about values and their cultural specificities so that these issues are embedded in the teaching/learning processes; — Drawing on the diverse national and ethnic backgrounds of the student body in seminar discussions;

Competence 7	Ability to reflect on one's own values and to question concepts, ideas, and theories
Teaching Method	— Introducing theoretical and conceptual matters throughout degree programmes so that students become sensitive to the existence of the assumptions underlying the different theoretical frameworks; — Multi-disciplinarity and inter-disciplinarity helps to foster a reflective attitude towards theories within a single discipline.
Learning Activities	They are forced to confront a variety of perspectives across and within disciplines and also from within the student body; to compare and evaluate different texts, and to explain the choices made by the authors.
Methods of Assessment	In all forms of assessment, students are required to demonstrate an awareness and understanding of this competence: for example, their sensitivity to theoretical and normative issues (as appropriate) will be an important element in the evaluation of their written work.
Notes	

Competence 10	Ability to interpret European events, developments, and policies in national, regional, and local frameworks.
Teaching Method	— Various teaching methods (including guest lectures) expose the students to a variety of concrete examples, related to their everyday life, so they can better attain this competence, starting from local level to reach a wider, European level (a bottom-up perspective); — Through discussions of international and European developments, with analyses of their national, regional and local impacts (a top-down view); — Through familiarizing students with a wide range of sources (including films) dealing with issues from various perspectives, thereby demonstrating their complexity.
Learning Activities	— Reading newspapers regularly, including those from different countries. — Analysing and summarising the diverse perspectives in the various sources. — Examining legislation and policies on all three levels. — Preparing case studies of specific events, with cross-national comparisons, and using data derived from several disciplines.

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Competence 10	Ability to interpret European events, developments, and policies in national, regional, and local frameworks.
Methods of Assessment	Through written examinations (and tests) in which students are required to analyze a specific event and its various effects, by case study papers and oral presentations, and in class participation and discussions.
Notes	

Competence 20	Awareness of the complexity of the EU enlargement and integration processes
Teaching Method	— The introduction of elements of European integration and enlargement at different levels within the degree programmes and in different subjects. For example, a legal approach may begin by basic lectures, later by discussions about new European topics and decisions of the European Court of Justice, discussions with experts, Ambassadors, excursions to the former accession countries and to the European Institutions in Brussels and Luxemburg. — Establishing student groups for project work, including those with different interests and orientation in the belief that the complexity of the group may facilitate exploring the complexity of the process. — Student placements in relevant institutions. — Through advice on their dissertation/thesis.
Learning Activities	Participation in lectures, assignments, surveying literature, reading books and papers, writing and co-producing papers, presenting papers, internship, research for their dissertation/thesis.
Methods of Assessment	Students are required to demonstrate an increasing understanding of the complexity of the processes from the first year of the first cycle through to a higher level of sophistication if they take European Studies in the second cycle. Assessment will depend on the teaching methods, level, and country, and includes tests, multiple choice examinations, written examination (open book), paper (essay), oral examinations, evaluation of participation in group work and in a placement, thesis/dissertation.
Notes	

Competence 20	Awareness of the complexity of the process of wider European Co-operation

Teaching Method	— By ensuring that there is adequate discussion of areas of Europe that lie outside the EU, for example by highlighting the very recent origins of European integration in a long-term historical perspective, and by analysing wider processes, including transatlantic and European-Russian relations.
	— Through discussion of a range of relationships of greater or lesser co-operation, from countries that are closely integrated, but not EU members (such as Norway) to candidate countries, to countries that cannot be envisaged as candidates in the foreseeable future.
	— Through discussions on the neighbourhood policy of the European Union in terms of the changing external borders of the European Union, and the establishment of euroregions as practices of direct cross-border cooperation;
	— Through discussions about the role of Council of Europe for:
	  • building one Europe since its emergence in 1949, and especially after 1989 as the first European cooperation structure to open its doors to the countries of Central, Eastern and Southeastern Europe;
	  • strengthening the regions and developing the legal framework of interregional cooperation in Europe.
	— Through discussions about the impact of:
	  • Stability Pact for Southeastern Europe since 1999 on enhancing the regional cooperation of Balkan countries;
	  • South East Cooperation Initiative (SECI) since 1996 on implementing development projects;
	  • Organization for European Cooperation and Development , and Organization for Security and Cooperation in Europe (OSCE) as formats of regional cooperation.

Learning Activities	Student discussion of wider processes of co-operation and intra-European relationships; analysis of wider processes in cultural, legal, social, economic spheres and in relation to issues of security and international policy.
Methods of Assessment	Essays, seminar presentations, dissertation/thesis.
Notes	

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Competence 8	Awareness of and the ability to use different disciplinary methodologies in an integrated way
Teaching Method	— By specifying the different methodological tools of each discipline — By encouraging students to work in teams in a case study, requiring them to combine, and seek an integration of, methodologies by constructing, developing and applying a research plan. The field work is followed by an oral presentation giving students the chance to defend their approach in public.
Learning Activities	— Learning to work within a group by co- producing a paper; critically reviewing the literature and working within a specific timetable, while constructing and developing a research plan that applies in a specific case study; — By receiving constructive criticism from others that hopefully creates a feedback that helps to develop the specific competence, underling both their ability to work in such a way and also their awareness that they have done so.
Methods of Assessment	The assessment is based on an evaluation of the overall quality of the student's participation in the course. When students work in teams they are assessed on the basis of their contribution to the construction of the research plan and its relevance for the field of study
Notes	This competence is developed and assessed particularly systematically in the above example.

Competence 13	Awareness of and respect for points of view deriving from non-European national and cultural backgrounds
Teaching Method	— Integrating this aspect into the basic courses on the history of European integration; — Through special courses on different regions of the world; — Through analysis of relevant topics, such as migration and north-south relations, both in seminars and sometimes in specific courses; — Through the student experience in their placements.
Learning Activities	Through lectures, seminars, discussions with other students from a variety of national and cultural backgrounds, through fieldwork or placements.

Competence 13	Awareness of and respect for points of view deriving from non-European national and cultural backgrounds
Methods of Assessment	A variety of assessment methods, including examinations, marks based on group work and individual or collective papers, and evaluation of the student's performance in placement.
Notes	

Competence 14	Awareness of the relevance of European Studies in the contemporary development of Europe
Teaching Method	—Through the combination of disciplines, including history of European culture, human rights in Europe, the Cold War and European politics, nationalism and regionalism in Europe, cooperation and integration processes in the Baltic Sea region; —In some (but not all) countries, students have a strong interest in European issues and want to understand these in a wide context; in some other countries, the teacher needs to make connections, for example, with national and international developments in order to stimulate student interest.
Learning Activities	—The programmes themselves provide students with a full range of activities that develops their awareness of the relevance of European Studies in the contemporary development of Europe. —Conversely, current issues in Europe and the EU provide students with an incentive to take European Studies in order to increase their understanding of such matters as, for example, eurozone extension, the Turkish application to the EU, and the strategic partnership with Russia. —Extra-curriculum activities also have a direct impact on the development of this competence.
Methods of Assessment	All forms of assessment used within the degree programmes.
Notes	

Competence 21	Awareness of the social chapter (welfare state, employability, higher education etc.) in the framework of the E.U. integration process
Teaching Method	— Lectures on the general issues, including basic principles and theorie; — Requiring students to write a paper on their own interest in the area and to ground it in general theories.
Learning Activities	— Introduction to the basic terminology; — The learning activity of doing a literature review; — Handling research results; — Skills development through reviewing and presenting a paper, subsequently discussing the problems, and working within time constraints to synthesise the paper.
Methods of Assessment	The assessment of the paper includes evaluation of the quality of participation in the course, and there is also a written examination on the themes and methodologies.
Notes	The above example is of a particularly systematic approach in relation to this competence.

Competence 15	Awareness of the debates about European citizenship and European Identity
Teaching Method	Lectures, seminars, research seminars, discussion groups, guided reading, group/project work, tutorials covering such issues as concepts of citizenship and identity; the differences between these at different levels; and their impact on the European integration process; the relationship between currently limited notions of EU citizenship and identity and possible future models and paths of development.
Learning Activities	Participation in lectures, assignments, surveying literature, reading books and papers, writing and co-producing papers, presenting papers.
Methods of Assessment	Essays, seminars, examinations.

3. Conclusions

By the end of the discussions in Tuning III in Brussels in June 2006, members of the subject area group were reinforced in their conviction that it provides the basis for an inter-disciplinary understanding of Europe, broadly defined. They were delighted that the validation panel confirmed this conclusion in the meeting in Tuning IV in November 2007, and the discussions at that time led to some revisions of this pamphlet, and the proposals to develop a European Studies Doctorate and to maintain the subject group as a network.

As is clear from the above analysis, European Studies programmes are usually organised according to the main subjects of the faculty/department in which the programme is based. Nor is it possible simply to identify differences between the national systems, since there are also differences between universities within the same country. Since the general objective of any European core curriculum must be to keep a rich diversity of teaching and learning, attempts to bring about standardisation must be avoided. Yet the group was also convinced that such standardisation is necessary neither for student mobility nor for the portability of degrees. We believe that there is sufficient comparability in the core elements, and in the learning outcomes sought by the degrees, for these objectives to be realised. Students should gain the core competences in any European studies programme. The nature of further specialisation is dependent on the subject area of the faculty/department in which the programme is based and on the diversity of national traditions.

The development of an effective network among institutions providing European Studies programmes based on agreement on the core competences would maximise students' ability to move to another European university approaching the subject area from a particular specialisation they wish to pursue. They would be able to do this in confidence that a period spent abroad would both achieve full recognition in the degree awards from their home university and that this degree would also enable them to move to another country to study at a higher level.

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4. Other Bodies Promoting European Studies

European Community Studies Association (ECSA)

ECSA is an international scientific network which regroups 52 national associations of professors and researchers working in the field of European integration studies representing more than 9000 members. National associations for the study of the European Union have existed in the Member States for many years. The first one, the «Commission pour l'étude des Communautés européennes» - CEDECE, was set up in France in 1963; the second was the «Arbeitskreis für Europaïsche Integration» - AEI, which was set up in Germany in 1964. Similar associations now exist in all the Member States (except Luxembourg) and in 32 non-EU countries (in Japan since 1975, in China since 1984, in Korea since 1994). The associations of the member states were federated in 1987. The first meeting of the Presidents of the ECSAs throughout the world took place in 1992 at the occasion of the first ECSA World Conference.

ECSA has the following aims:

1. to promote teaching and university research on European integration;

2. to develop cooperation among its Members and, through them, the widest possible cooperation between universities throughout the world;

3. to manage transnational programmes of research and technical assistance, organise conferences and stimulate networks of academic cooperation, make available its expertise in relation to curricula and programmes and carry out studies in the area of European integration;

4. to disseminate information on university activities relating to teaching and research on European Integration through publications and by establishing, managing and contributing to an interactive communication network on the Internet.

ECSAs netwerk contains the following national associations:

Member States

AEI: Arbeitskreis Europäische Integration

AUSE: Associazione Universitaria di Studi Europei

CECSA: Czech EC Studies Association

CEDECE: Commission pour l'Etude des Communautés Européennes

DSFE: Dansk Selskab for Europaforskning

ECSA-Austria: European Community Studies Association of Austria

EECSA: Estonian European Community Studies Association

LEKSA: Latvian European Community Studies Association

MESA: Maltese European Studies Association

PECSA: Polish EC Studies Association

SAES: Slovak Association of European Studies

SAFER: Swedish Association For European Research

UACES: University Association for Contemporary European Studies

Associations Outside The European Union

AES: Association of European Studies of Russia

ASE: Association Suisse d'Etude de l'intégration européenne

BECSA: Bulgarian European Community Studies Association

CESA: Croatian EC Studies Association

CESAA: Contemporary EC Studies Association of Australia

ECSA-ARGENTINA: European Community Studies Association - Argentina

ECSA-C: European Community Studies Association - Canada

ECSA Chile: Asociación de estudios sobre la Comunidad Europea en Chile

ECSA Mexico: Asociación Mexicana de Estudios sobre la Comunidad Europea

ECSA-NZ: EC Studies Association of New Zealand

EUSA: European Union Studies Association - USA

EUSA: European Union Study Association of Korea

EUSA-Japan: Japanese European Union Studies Association

EUSA-Taiwan: European Studies Association of Taiwan

HKMAES: The Hong Kong and Macau Association for European Studies

IASEI: Israeli Association for the Study of European Integration

NFE: Norsk Forum for Europaforskning

TUNAECS: Turkish Association for EC Studies

The Jean Monnet Programme: Spreading Knowledge of on European Integration World Wide

The Jean Monnet programme stimulates teaching, research and reflection on European integration at higher education institutions throughout the world. With projects on the 5 continents, Jean Monnet teaching activities reach an audience of 250.000 students every year.

The Jean Monnet programme is part of the EU's *Lifelong Learning Programme (2007-2013)*. Its purpose is to enhance knowledge and awareness of issues relating to European integration. Launched in 1990, the Jean Monnet network is now present in 60 countries throughout the world.

The Jean Monnet programme contains four distinct parts:

1. Support for **university-level** projects that foster teaching, research and debate on the **European integration process**. Projects are selected for co-financing after a public call for proposals. Support may be granted for:

   Jean Monnet Chairs and ad personam Jean Monnet Chairs

   Jean Monnet Centres of Excellence

   Jean Monnet Modules

   Associations of professors and researchers specialising in European integration

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Jean Monnet information and research activities relating to the European Union

Jean Monnet Multilateral Research Groups in the field of European integration

2. Support for six **specified institutions pursuing an aim of European interest**:

The College of Europe (Bruges and Natolin campuses)

The European University Institute (Florence)

The European Institute of Public Administration (Maastricht)

The Academy of European Law (Trier)

The European Agency for Development in Special Needs Education (Odense)

The International Centre for European Training - CIFE (Nice)

3. Support for **European-wide associations active at European level in the field of education and training**. These European associations must have member-associations in at least 12 EU Member States. They are selected following a separate call for proposals.

4. **Jean Monnet Conferences** on current policy priorities in the field of European integration. The Jean Monnet team at the European Commission organises annual high-level conferences and thematic groups that bring together Jean Monnet professors, policy-makers and civil society representatives.

More information concerning the Jean Monnet Action programme can be found on the website of the European Commission: http://ec.europa.eu/education/programmes/llp/jm/index_en.html

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