

European and External Affairs Committee

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Introduction

Based on the request to the EC Office in Wales by the European and External Affairs Committee during April 2006 to provide information and material about EU education in other Member States of the European Union, the following note sets out to provide an impression of EU education in other Member States of the European Union. A similar request was made by the Education Minister, Jane Davidson, during a meeting with the EC Office in Wales in March 2006.

Providing an impression only of the materials and teaching that are available, this note does not pretend to be either comprehensive or complete. The National Assembly's request was relayed through the network of EC Representations in the EU, which mainly have a political, press and public affairs responsibility, but are not primarily responsible for education matters. As such, in many respects, education is still very much the responsibility of EU Member States, within the current constitutional framework of the European Union. The European Commission and other EU institutions do, however, try to assist Member States in their efforts by making information and promotion material available.

The European Commission Office in Wales very much wishes to support the considerations of the National Assembly for Wales, when looking into the issue of the EU content within the Welsh curriculum and educational system. To this end, with the resources at its disposal, the EC Office in Wales has tried to give an overview of EU education in other Member States of the EU. This note provides a number of key examples of how certain EU Member States have integrated EU teaching into their national curricula, illustrated by some of the teaching materials that have been received through the good offices of the EC Representations in these countries. These materials are being made available to the National Assembly electronically or in paper format. However, this material will also have to be passed on to the Education Minister, Jane Davidson, once the European and External Affairs Committee has been able to review the various examples.

The following reports reflect the situation in other Member States, as perceived by the EC Representations in those countries, or as reported by national authorities from those countries to the EC Representations. All this reporting only constitutes a partial overview of what EU Member States are doing in terms of EU education at primary and secondary school level. However, it does provide many examples of best practice that could be emulated elsewhere. In addition, the copies and examples of teaching materials provided will give Assembly Members and the Assembly

Government a clear and concrete idea of the type of EU education material that can be developed, or may already have been developed and made available nationally by Member States.

**Andy Klom, Head of Office
European Commission Office in Wales**

1. Austria

The EC Representation in Austria has a very close cooperation with the Austrian Ministry of Education and with Austrian schools. For example it was possible to send the poster "EuropaGo" to all Austrian schools directly, something which legally-speaking the EC Office in Wales would not be allowed to do without an express request of the schools involved. In 2004 the Austrian Education Ministry also sent at their own expense the map "Travelling Europe" (about 90,000 copies) to all Austrian schools. Four times a year the EC Representation has a meeting of a working group on Europe Information, where also the Austrian Ministry for Education takes part.

In Austria two journalists published a schoolbook "EU for you", a copy of which was provided by the EC Representation in Austria. This book was supported by the Austrian Ministry of Education, the Austrian Chamber of Commerce, the Austrian Central Bank, the former Austrian member of the European Commission Franz Fischler and the EC Representation in Austria. Also a copy of a quiz book has been provided, published by the European Parliament Office in Vienna called "Commander Europe" and a publication published for teachers.

2. Belgium

As far as Belgium is concerned, there is a keen interest from teachers (primary and secondary schools) to "talk about Europe" in the class-room. Some teachers (mainly secondary) take the initiative to initiate discussions, but there is no "reference handbook". The Belgian federal authorities (Ministry of Foreign Affairs) have developed some pedagogic files for teachers and organise regular "briefings".

The EC Representation in Belgium also has quite some experience with schools in general. They meet scores of teachers and their pupils all over the year. They have also developed their own "products" and recently launched a major campaign for primary schools (age bracket 10 to 12 years) based on a booklet they have designed and which they send to all primary schools around the country after a letter they sent to primary school headmasters (more than 100,000 copies at this stage). Next to that, they have produced (250,000 copies) a special "newspaper" for secondary schools (8 pages) based on a ad hoc contract they negotiated with a press group in Belgium.

They are also working very closely with members of the Belgian Europe Direct relays to multiply a very good "kit" for primary schools teachers and pupils which illustrates in a language that is accessible to children the various aspects of European integration. They are presently conducting a series of sessions with some 125 secondary school students that are going to produce their own text of a potential " European Constitution".

3. Estonia

In Estonia the government is considering the issue of introducing more EU content to education, however, the parliamentary process has not yet come to an end. At the same time a translation into Estonian is being considered of the Austrian schoolbook mentioned above, called "EU for you". This would be a direct translation by the publishers.

4. Finland

Enclosed is some information on the EU education in Finland. You will also find attached translated tables of content for three recently published (2005 & 2006) EU books that are already widely used in the Finnish upper secondary schools. Examples of them have been provided by the EC Representation in Helsinki. Although the texts are in Finnish, the images and maps together with the tables of content should give a general idea of how EU issues are taught in Finland.

Pupils in Finland have their first courses on the EU Member States in the 5th grade at the age of eleven. In the 8th grade, they go through the history of integration during a course focusing on European history after the Second World War. One year later, in the 9th grade, societal studies focus on the "Finnish society and economy and the European Union". At that time, teenagers learn the basics of the EU institutions and decision-making.

In 2006, the number of societal studies' lessons per week was increased from two to three. In addition, history and societal studies' teachers currently have the possibility to choose "Europe: from discord to integration" as one of the key themes to discuss throughout the school years. There are five optional key themes from which to choose, so not every teacher will opt to focus specifically on European integration.

In the senior high-school, pupils go again through the history and basics of the EU, this time going a little more into detail. During the third year of the senior-high, at the age of 17-18, pupils can choose an optional course on Europe and the European Union. The course consists of 38 hours and examines among others European history, Finland's road to EU membership, EU institutions and decision-making, budget and economy, key policy areas, European citizenship, and EU in the world.

The Finnish National Board of Education has cooperated with the EU Information Unit of the Finnish Ministry of Foreign Affairs on the creation of Internet material supporting teachers. There is material in Finnish on the Europeans, European values and reality, and migration and human rights in Europe at: <http://www.edu.fi/page.asp?path=498,24009,24538,34823,34824,34830>. The same pages contain ideas for debate and tasks during the lessons.

The EU Information Unit of the Finnish Ministry of Foreign Affairs has also organised, together with the Association of History and Societal Studies' Teachers in Finland, a series of regional EU information seminars for teachers in the main towns around the country. Speakers from the Representation have often participated in these, telling the participants about the EU decision-making system and topical EU affairs.

As to the study material, there are some new, very good books on the EU available in Finland: the main producers of educational material all renewed their books in 2005–2006. The use of the Internet is also increasing; in addition to the above-mentioned pages, there is an annual Internet project "Sports Adventure around the Globe" taking place each March for pupils at the age of 12 and below. A total of 180,000 or more pupils from all around Finland use the Internet to "travel" around Europe and the world, going from one country and city to another during their lessons, hence learning about history, culture, biology and geography, arts, music, literature, languages, etc. – there are tasks on the site for a total of ten school subjects. For further information, please consult: <http://seikkailu.nuorisuomi.fi/eurooppaeng> .

As there is relatively little EU material aimed at children in elementary school, the EC Representation in Finland translated a booklet called "Europlus" into Finnish in 2003. The product had originally been produced by the EC Representation in the UK, and it introduced the then Candidate Countries. The booklet was aimed at 11-12 years old children, and it had two A4 pages on each included country, plus lots of tasks the pupils could do in class. The Representation produced 60,000 booklets to cover one age group in its entirety, and had the material distributed directly into schools with children at that age.

The product proved a huge success, and teachers have continued to use it until this day. Because the texts had been written to match the situation before the 2004 enlargement, the Representation modified them at the end of 2005 and produced an updated version of the booklet both in Finnish and in Swedish. In May 2006, Europlus-booklets were sent directly to all the schools with pupils aged 11-12. Moreover, the 23 Europe Direct relays in Finland could all order copies for distribution through them. The product is once again extremely popular and well received: approximately 100 teachers have already contacted the Representation and ordered extra copies (free of charge) to cover entire schools. The feedback for the production of this type of material has also been exceptionally positive. Many have asked if the booklet was available also in English or German, so that it could be used during language lessons.

5. Germany

The responsibility for establishing teaching programmes in Germany is delegated to the Länder that are free to fix their own plans and objectives; at federal level a coordinating body exists (the so called Kultusministerkonferenz - or KMK) that features representatives of the different Länder, in order to guarantee a minimum of homogeneity in the approach. The KMK, however, has no compelling power on the Länder.

To the best of our knowledge, no comparative study of the different teaching programmes of the various Länder exists. The completion of such a mapping - an extensive exercise indeed, considering Germany has 16 Länder, with schools organised according to different teaching cycles - is among the potential projects that the EC Representation in Germany would like to undertake in the future.

As regards the teaching materials, no "official text books" on Europe exist in Germany; support materials of all nature (booklets, CDs, fact sheets, Websites, etc.) have been developed by many actors - Chambers of Commerce, the Federal Institute for Political Training (the so called BPB), the

Regional Institutes responsible for the teacher's training (the so called LISUM, here again one for every German Land) etc. - in addition of course to the teaching books available on the market.

In this case too, no overview of the existing material is available. The Bundespresseamt (the entity responsible for communication at federal level) has reportedly announced that it intends to map the available material – but has so far not given any further detail on scope and timing of the exercise. On a more concrete basis, and as practical examples, some material (printed booklets and a CD) have been provided by the EC Representation in Germany.

6. Greece

The Greek Ministry of Education was contacted, but no reply had been received at the time of preparing this note.

7. Hungary

The Hungarian Ministry of Education gave the following as information about EU studies in Hungary:

"Hungary - EU studies

Hungary's National Core Curriculum puts forward the complexity (cultural, content-wise, skill- and competence-related elements) of the concept of the European dimension. The new National Core Curriculum issued in 2003 (Government Decree 243 of 2003 (XII. 17.)) prescribes neither detailed requirements, nor teaching material, it focuses on tasks for development. On the basis of fundamental principles and objectives, the regulation incorporates the European dimension into education at the levels of curricular, subject matter and cross-curricular development. The levels of curricular and subject matter development embed the transfer of knowledge concerning Europe and the development of skills related to European consciousness in the traditional structure of school subjects. There are several subjects (Geography, History, Modern Languages, Arts, and Natural Sciences) that currently deal with the issue of Europe. The cross-curricular (interdisciplinary) level considers the contextualisation of any knowledge regarding Europe, and teacher-student cooperation is to be the most essential objective of curricular development. It also develops skills related to European consciousness, and can create the continuity and coherence of the knowledge on Europe. Subjects can be interconnected in different ways: by a curriculum developing technique rooted in the cooperation of teachers of different school subjects, formulating along key concepts and evolving around central issues. The most important cross-curricular subjects - i.e. environment, political life, migration, culture, and civilisation - are based on curricular nodes. On the one hand, these nodes are already available in the currently used curricula and subject programmes, broken down into specific subjects. On the other hand, most content elements can fit into History, Geography, and Social Science classes, as well as into Natural Sciences, Literature, Languages, Arts and Religious education. This is how the above cross-curricular approach to the European dimension fits traditional frameworks."

Furthermore, there are some universities (6-7) that have facilities for teachers and also include EU studies in their curricula, but it is an option, they can decide on having the EU studies or not. Also, in

1998 the Delegation of the European Commission (now Representation) and the Hungarian Ministry of Foreign affairs agreed to establish Centres of Europe Studies in institutes of higher education with Phare support. In 2005, there are 17 Centres of Europe Studies in the country in different universities and colleges. In other universities or institutes for higher education which are not specialised for teachers, the Faculty of Europe Studies exist but rather for economists and arts students.

Concerning the training of teachers, the Ministry of Education mentioned a project which was performed by the Centre of Europe Studies of the Széchenyi István University in Győr (with EU support). They held a two-days training for educational institutes, and this course was built up so that these people can give further trainings. It was a kind of training of trainers or multipliers. The ministry was very happy and satisfied with the project and with the training itself.

8. Ireland

Primary school

In primary school, the EU or its member states are part of the Social, Personal, Health Education element of the curriculum. The EU is mainly taught in terms of its member states in geography class.

Secondary school

Civic, Social and Political Education.

In secondary school, the EU is mainly taught within the framework of Civic, Social and Political Education (CSPE), an exam subject (since 1997) all students must take in the first three years of secondary school. It is a course of active citizenship. It is allocated 70 hours over the three years which represents one class session per week of approximately 35 minutes over the three years. There are four units in the CSPE course, the final of which, "Ireland and the World", includes the European Union. Students must complete one Action Project, which is worth 60% of the total marks. An examination is worth 40%.

The following is an extract of EU-related questions from this year's June exam paper:

(iv) In the European Union legal cases about human rights are heard in the _____.

(v) We celebrate being members of the European Union on the 9th May each year. This day is known as E _____ D _____.

(vi) There are 732 MEPs elected to the _____.

The EU is also part of the curriculum of the Business Studies and Economics subjects.

Transition Year

This is a one year programme for students aged 15/16, in transition from the Junior to Senior cycle. It encourages personal and social development and recognises the need for students to grow in independence. European Studies is one area listed as a possible area Transition Year students can explore. There are about 500 schools participating in the Transition Year programme.

European Commission Representation in Ireland

The Representation has produced a workbook for primary school students called "Your Passport to Europe", in both English and Irish. These are very popular with teachers. The Representation is also preparing a DVD on "Ireland and the EU", which is suitable for secondary school students. The organisation European Studies, in cooperation with the Representation, is producing resource materials for CSPE and Transition Year students and teachers which contain information and activities. The CSPE material will be launched in September 2006.

Copies of the DVD "Ireland and the EU" (which happens to be produced by a company in Wales) are included, as well as other materials referred to in the above report:

1. "Your passport in Europe" - English language version (there is also an Irish language version).
2. Resource material for CSPE teachers, prepared by a CSPE support service which is connected to the Department of Education and Science.

9. Latvia

It is hard to estimate the exact number of hours of EU studies, however, the Latvian Ministry of Education and Science informed the EC Representation that there are several lessons devoted to the EU issues for grade 1 to 9 in the social studies. In the high school level (grades 10 – 12) EU studies are integrated in curriculum of Politics and law, Economy and business, History, Geography, etc.

The European Union Information Agency is providing 4 – 5 seminars every semester for teachers interested in EU matters. On average 150 - 170 teachers take part in them every semester. In these seminars both actual issues of the EU as well as teaching methods on EU issues are discussed. There are of course also other possibilities. E.g., there are one week courses organized by the University of Latvia for the teachers of politics and history where the EU issues are also discussed.

In the beginning of 2006 Latvia started work on new teaching aids for three different age groups (grades 1 – 4, 5 – 9, 10 – 12). By the end of this year it will also finish developing an interactive game for all three age groups to be played if they visit the Information Agency or on request at school. They also plan to translate and adopt the Flash presentations that are developed by Danish colleagues in the Danish Parliament for the use of schools.

In addition, the EC Representation has a network of European Clubs in Latvia. At the moment there are 27 schools all around Latvia involved in the network. They organize special training for both teachers and students involved in the network. The latest activities have been a study visit to Poland for the teachers working with these Clubs and for the students a seminar on writing projects was organized.

10. Lithuania

Below is some information received from the Lithuanian Ministry of Education regarding the promotion of EU studies in the Lithuanian education system:

The EU and Europe are covered within 3-4 courses of the curricula. 5th graders have a course called "We are EU members." 8th graders also have a special course related to the EU (title unclear). Overall, the current and historical position of the EU and Europe are discussed in History and Geography classes. The number of hours of these courses is not specified and no particular time limits are designated.

After accession of Lithuania to the EU on the 1st of May 2004, there were seminars held for teachers, however, participation was not mandatory. There is no current formal training of Lithuanian teachers conducted in the area of EU studies.

The EC Representation in Lithuania published a kind of encyclopaedia "100 questions and answers" (ed. By Gediminas Vitkus) with nice drawings and sent to every school in Lithuania (CD also); the book deals with the main concepts and terminology of European integration history, structure and institutions is the only book integrated for teaching students about the EU. A map of the EU's 25 Member States was distributed to all education institutions after accession. Any other materials that are used to project information about the EU to students might come from the individual research efforts of the teachers. The EC Representation also published a cartoon book which was sent to every school in Lithuania (published to mark the accession day) and they published a colouring book which was sent to every school in Lithuania.

11. Netherlands

In the aftermath of the EU Constitutional referendum of 2005 the Dutch Minister of European Affairs announced that a new communication strategy would be adopted where more emphasis will be put on objective information. Also a new teaching programme on the European Union would also be developed for primary and secondary education.

12. Poland

The following information was obtained from the National In-Service Teacher Training Centre in Warsaw (NITTC)- the International Co-operation Section. This institution is very involved in the European dimension in education in Polish schools.

In Poland there is no special subject for European studies at school. It is taught by the cross-curricular path and also during the "Knowledge about society" lessons. Students usually have 1 hour per week of the "knowledge about society" in lower and upper secondary schools. In many cases the number of hours for this subject is extended up to 2 hours per week - this is the decision of the school director and local authorities which are responsible for financing schools. Concerning the cross-curricular path - very often it is realised in non-formal education or during additional school programme. And also during other subjects such as: Polish language, foreign language, history and others.

In terms of teacher trainings in Poland, they are done in strong co-operation between different institutions (governmental and non-governmental). In general the role of NGO's in this process in Poland is huge. The most important training was done in co-operation with Polish R. Schuman Foundation, Centre for Citizenship Education, S. Batory Foundation (NGO'S). Also with the

European Integration Committee Office (governmental). Almost all projects are organised as "cascade" trainings: the small group of trainers is very deeply trained and prepared for trainings. Then this group train a bigger group of teacher advisers and consultants. Then these people train teachers in different regions of Poland.

Some examples of such trainings:

1997: "Europe for everyday"

2000: "Rural schools in EU"

2001/2002: "School European Clubs"

2004/2005 "Poland in EU"

All these programmes are always connected with the publication of the teachers manual.

The NITTC has produced over 10 publications on the issue (they also have a publishing house). But these are first of all publications for teachers: informational texts, researches and lesson conspects ready to use in the classroom. But there are also teaching programmes published (and approved by the Ministry), and also some manuals for students.

13. Portugal

Here are the answers to your questions:

1. There is no EU studies at school level in Portugal
2. There are some teachers' training but it has an ad-hoc character
3. There are some materials, which have been produced but most of them are made by the teachers themselves when preparing work about the EU

The most important contribution in Portugal on EU studies in school level regards the European Clubs. These Clubs are a national network of about 30 schools whose work is centered on European matters, including the development of international projects. Portugal is also the international coordinator of these Clubs that exist in other EU countries and non-EU countries, such as Bulgaria.

14. Slovenia

Despite considerable efforts by the EC Representation in Slovenia and numerous contacts with the Slovenian authorities, we are not able to provide EU education material or information. According to the officer in charge of the EU affairs at the Ministry for the Education, they do not dispose of any list or other information related to the issue of EU teaching in Slovenia. This is due to the fact that in Slovenia the EU is not officially part of the school curriculum.

The EC Representation in Slovenia, however, reports that EU studies as such do not form part of the curriculum in primary and secondary schools and there are no reference books. But certain schools do have "European clubs" (voluntary basis) in which the interested pupils are taught about cultural and other aspects of the European integration process - these activities, however, are not coordinated nationally (ministry for education is not involved). Two years ago "European classes/sections" were

introduced on a trial basis at 12 secondary schools (the project is on-going). In these classes, pupils can choose "European studies" as an optional subject. Otherwise, these sections are foreign-languages oriented (native speakers system), a lot of attention is paid to issues like cultural diversity etc.

15. Spain

Educational material on the European Union in Spain's school curriculum

- PRIMARY TEACHING (pupils from 6 to 12 years old). It is compulsory for all Spanish pupils
- SECONDARY TEACHING. In Spain there are two levels of secondary teaching

a) Educación Secundaria Obligatoria (ESO) (Compulsory Secondary Teaching) which consists of four school years, for pupils between 12 and 16 years old. As its name says, it is compulsory for all Spanish pupils.

b) Bachillerato (Higher level of Secondary Teaching), which consists of two school years for pupils between 17 and 18 years old. It is compulsory only for those pupils who want to follow university studies. Once the second year is over, pupils must pass the examination called "Selectividad", the marks of which are decisive for the pupil to choose the university where to study

The European Union in the Spanish Compulsory Primary Teaching

According to the minimum school curriculum fixed by the Spanish Ministry of Education by Royal Decree nº 1006/1991 of 14 June, the study of European Union matters is included in the subject "Knowledge of the natural, social and cultural environment Social sciences" for the 3rd cycle of the Compulsory Primary Teaching:

- Subject: Knowledge of the natural, social and cultural environment

Contents: Social organisation

Theme 5. The European Community (countries belonging to it)

The European Union in the Spanish Compulsory Secondary Teaching (educación secundaria obligatoria (eso))

According to the minimum school curriculum fixed by the Spanish Ministry of Education by Royal Decree nº 3473/2000 of 29 December, the study of European Union matters is included in the subject "Social sciences" for the 2nd, 3rd and 4th years. The subject "Mathematics" for the 1st year includes one related theme, the euro. These compulsory contents, as well as the mentions made to the European Union in the so-called "Evaluation criteria" are listed below:

- Subject: Social sciences

2nd year:

Contents: Human societies:

Theme 4°.- Political organisation of societies. The State as a political and geographical entity. Sub-

national and supra-national organisations. Political regimes. Democratic countries, dictatorships and non democratic countries. Political map of Spain. Map of the European Union Political map of the world. Organization of the United Nations

Evaluation criteria:

12.- Interpreting political maps. Getting to know the political and administrative organisation of Spain. Spain's political map and European Union's political map.

3rd year:

Contents. Geographical spaces.

Theme 4°.- World space and its problems. A progressively interrelated world. The effects of globalisation. The creation of a global geographical space. The problems of today's world from a geographical perspective. Population growth and evolution of resources. Economic and environmental inequalities North-South relations Political conflicts in today's world. Geographical diversity of the world. Study of the big regional groups and of some States, with a particular focus on Europe and Latin America

Evaluation criteria:

10.-Getting to know the geographical characteristics of the European Union and its diversity. Analyzing the effects of Spain's integration in the European Union.

4th year

Contents. Today's world.

Theme 12.- Western world. USA leadership The construction of the European unity.

Theme 15.- Spain in democracy. Spain's transition to democracy. The Constitution of 1978 and the State of the Autonomies. Democratic governments and the integration in Europe

- Subject: Mathematics

1° Class

Contents.

Theme 1.-Powers with a natural exponent. Exact square roots. Quantities and their measure Decimal Metric System Euro. Directly proportional quantities. Percentages.

The European Union in the Bachillerato

In Spain there are 4 types of bachillerato. Pupils choose one of them according to the university studies they intend to follow. These four types are: Arts; Natural Sciences and Health; Humanities and Social Sciences; and Technology.

According to the minimum school curriculum fixed by the Spanish Ministry of Education by Royal

Decree nº 3474/2000 of 29 December, the themes on the European Union are mainly taught among the subjects included in the Humanities and Social Sciences type. However, the European Union is also studied in one of the themes of the subject "History", which is common to all types of Bachillerato.

Common subjects to all types: History

2nd year

Contents.

Theme 16.- Spain in democracy. Spain's transition to democracy. The Constitution of 1978 and the State of the Autonomies. Democratic governments and the integration in Europe.

Humanities and Social Sciences type:

1st year

Subject: Economy

Contents

Theme 7.- International economy: International trade. Regional areas of economic integration. European Union. Globalization. Markets for goods and financial markets.

Subject: History of contemporary world

Contents:

Theme 15.- Capitalist world: USA and the new world order. Japan and the new industrial powers from South-East Asia. The construction of Europe. The European Union.

2nd year

Subject : Geography.

Contents

Theme 2.- Spain within Europe. The path towards the European integration: from the European Communities to the European Union; territorial and institutional structure of the European Union; perspectives and challenges for the future.

Nature and environment in the European Union. Physical contrasts: relief, climate and hydrography; state of the environment and Community policies with an impact on the environment.

Territory and society in the European Union. Socio-economic features of the European Union and Member States; regional disparities, regional policies and territorial cohesion.

Spain's position in the European Union. Explanatory factors of Spain's integration; initial consequences after integration; present situation and perspectives.

NOTA.- The minimum school curriculum above mentioned are those currently applying, although they will be modified in the next years in order to be adapted to the new Education Act, which has just been adopted.

15bis. Spain- Catalunya

The Catalan Government was contacted, but no reply had been received at the time of preparing this note.

16. Sweden

The following information about the situation in Sweden was received from the EC Representation in Sweden.

The importance of keeping an international perspective is stressed in the curricula for Swedish primary and secondary compulsory education and also secondary non-compulsory education (up to the age of 19). In the curricula for the later group the importance of a specific European perspective is listed among the Scandinavian and the Global perspectives.

The Swedish school system is decentralised and does not have a detailed curriculum prescribing exact hours and the EU studies are included in the general "Social studies" subject. The amount of hours taught varies a lot, but in the cases where there is a specific EU profile the amount could be 100-400 hours/year.

There is no central production of textbooks etc - this is done by independent publishers - and there is to my knowledge very little material produced except for parts/chapters in Social science textbooks. Most teachers use websites and printed materials from agencies such as the Swedish National Agency for School Improvement.

The EC Representation has over the past four years achieved a prominent position among the organisations filling this gap by providing publications and other teaching tools produced centrally by DG COMM and other DGs supplemented by some ambitious projects of our own. The EC Representation sends out around 60,000 brochures, CDs, posters etc. to schools all over Sweden upon request, mostly in class –sets which indicates that these brochures are really used in social science studies. This number is by far exceeded by the huge amount of brochures distributed during the seminars we organise for teachers as well as fairs such as the annual Skolforum. Among the most popular publications are

- Let me tell you a secret about the environment (DG ENV)
- What me, a racist?!
- Let's explore Europe

and for older pupils

- How the European union works
- Europe in 12 lessons
- Facts and figures

Swedish EU information offices such as the Swedish Parliament's EU information unit produce a variety of factsheets focussing especially on the Swedish position in the EU which complement our

material and are just as popular (only available in SV).

They also have a high quality homepage: <http://www.eu-upplysningen.se>

Among the projects realised by the representation in Sweden are for ex. the internet-based interactive teaching tool "Koll på det nya EU" <http://www.skolutveckling.se/skolnet/europa/larospel.html> which aims at informing pupils about enlargement and the New Member States during the process of writing an article about a chosen country by using different methods, like travelling, interviewing citizens etc. (only available in SV).

Most recently the EC Representation has produced a bilingual Digital Audiovisual Information System transferring the two most popular brochures into a digital book which can be used in Social Studies as well as learning English or Swedish as a second language but also gives people with reading disabilities better access to EU information.

Teacher training in this field is to the most part organised by agencies like the Swedish National Agency for School Improvement, the International Programme office and other organisations.

The EC Representation has in fact built up a comprehensive scheme of different activities for teachers with the above agencies and other national partners:

"EU on the schedule", regional training seminar for school teachers

Over the last couple of years the information days for teachers, heads of school and guidance counsellors have become a suitable and tested instrument to provide information on European institutions and policies to valuable multipliers Through their teachers we are able to reach out to a large number of young people. The seminars are meant not only to improve teacher's knowledge about EU institutions and the future of Europe but also to motivate them to further integrate European issues into their lessons and provide to them the tools necessary to do so. On the local level the events are hosted by the Europe Direct offices located there in cooperation with regional or municipal institutions. The seminars consist of presentations by key speakers as well as workshops dealing with for ex. eTwinning, the EU Constitution, funding programmes of the International Programme office framed by an exhibition of free brochures and other teaching tools presented by the different organizers.

eTwinning

The Swedish National Agency for School Improvement is the national coordinator for the European Commission's eTwinning programme. They have organised a large number of evening seminars to inform teachers all over Sweden about eTwinning. The EC Representation as well as the other Members of the "EU on the schedule" group have been invited to contribute to the programme with our own lectures. The information project manager has participated in several of those teacher seminars as well.

Teacher trips to Brussels , DG EAC priority visit programme

At least one group visit for teachers from Sweden was so far organised per year in cooperation with the DG EAC's visitor service, the Swedish National Agency for School Improvement and the

European Parliament's office in Stockholm. An invitation has for example been extended to teachers from South Sweden, more than 700 responded enthusiastically, 48 participants will travel to Brussel in June 2006.

Teacher study visit to New Member States

In 2005 the first visit of teachers to a New Member State was arranged. The invitation was published on the website of the Swedish National Agency for School Improvement and invited teachers from all over Sweden to put forward proposals for eTwinning cooperations. 50 participants were chosen to travel to Warsaw according to the best proposals submitted.

17. European Commission

Apart from what some of the EC Representations in specific EU Member States have produced themselves, or have produced in close collaboration with national authorities (of which examples have been provided), the European Commission's central services produce a wide range of information brochures that could be used to inform young people, of various ages, about the European Union and what it does. However, this material is mostly of a factual information nature and does not constitute teaching material as such. This is an important distinction to make. In some countries this information is nevertheless added to the teaching materials provided nationally.

The EC Office in Wales is providing examples of the following materials, which are at present only available in English:

- Let's explore Europe.
- United in diversity.
- Europe in 12 lessons.
- How the European Union works; your guide to the EU institutions.
- Serving the people of Europe; what the European Commission does for you.
- A World player; the EU's external relations.
- Making globalisation work for everyone; the EU and world trade.
- More unity and more diversity; the EU's biggest enlargement.
- Many tongues, one family; languages in the EU.
- Living in an area of freedom, security and justice; justice and home affairs in the EU.
- From farm to fork; safe food for Europe's consumers.
- Key facts and figures about Europe and the Europeans.
- Panorama of the European Union.
- Travelling in Europe 2006.

In addition, during 2006-2007 the EC Office in Wales is preparing Welsh/Cymraeg versions of the following information brochures that could also possibly be used for educational purposes:

- Europe in 12 lessons
- How the European Union works.
- Let's explore Europe.

The EC Office in Wales hopes to be able to provide a number of new titles in Welsh/Cymraeg every year.

Previous publications in Welsh/Cymraeg supported by the EC Office in Wales, sometimes in collaboration with partners, included:

- Cymru yn Ewrop (Wales in Europe)
- EwroPlws (EuroPlus)
- Cymru Ewropeaidd Ehangu (Wales European Enlargement)

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