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TOWARDS A EUROPEAN SUPRANATIONAL POLICY OF EDUCATION BASED ON THE EUROPEAN DIMENSION ON EDUCATION

Hacia una política educativa supranacional europea basada en la Dimensión Europea de la Educación

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INTRODUCTION. The European Union (EU-28) and the Council of Europe (COE-47) are two supranational political organizations that coexist within the region of Europe. Both organizations have developed a unique cooperation policy in the area of education since their beginnings in mid-20th century. **METHOD.** More than 60 years later, based on historical-comparative research studies undertaken ad hoc, both organizations maybe considered as leading players in a novel way of the understanding the fundamentals of education policy beyond national borders. The precision of their policies based on the unique historical-political development and the existing analogies between them, make it possible to place them in a comparative perspective, as comparison units, and to be analyzed through the political-educational concept of the European Dimension in Education, developed by both of them as *tertium comparationis*. **RESULTS.** The existence of both policies, the number of relationships, their complementary divergences and their prominent convergences will make it possible to understand it as a single European supranational policy; that is, as a new field of political analysis, the core of which is located within the *European Dimension in Education* as a primary political-educational paradigm. **DISCUSSION.** However, the characteristics and idiosyncrasy inherent to the concept, the analysis of the related documents and their historical sequence enable us to understand the *European Dimension in Education*, based on Roselló's definition, as an educational movement within the European supranational educational policy, which originates at a specific period of time, is developed and becomes established within the framework of their policies and ends up disappearing just after the *European Year of Citizenship through Education* (2005). In conclusion, this article aims to discuss the importance, to reclaim the sense and to clarify the concept of the *European Dimension in Education*, as a substantive component of the European educational policies, capable of regenerating Europeanism, European identity and citizenship from the educational dimension.

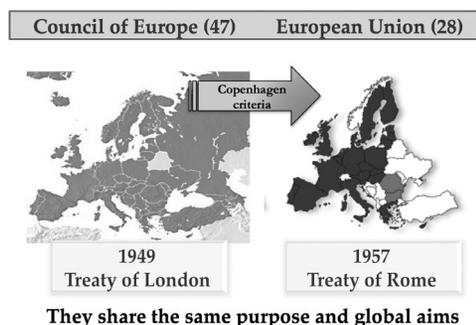
Keywords: *Supranational Education, European History, Educational Policy, International Education, Comparative Education.*

The European geopolitical context. Two supranational institutions interested in matter of education

The European geopolitical space is particularly interesting as a paradigm of what we know as “supranational policy of education”. Probably, it is the geopolitical zone of the world most adequate to this politics paradigm. In the old continent there are two groups of countries whose historical-political relationship is laudable and which show great interest in the educational matter. The relationship between the educational policy of the European Union (EU, 28 States) and of the Council of Europe (COE, 47 States) is varied; in fact, there are so many ways of relationships and communicative vessels that they cannot be understood separately, but in a common theoretical context, towards a supranational policy of education. Education and politics should not be restrictive in that sense, not even in the European context. For a long time, both organizations have shown great interest and they both have worked together as far as education is concerned. It is important to clarify that our perspective is related to this broad approach to Europe, which invites us not to reduce the idea of Europe to one institution or the other, but to understand it as a whole, the former being inconceivable without the latter. Paraphrasing Foucher’s words (1995:13), when he was asked how far the geopolitical borders of Europe got, he answered:

“The map of Europe, in the broadest sense of the word, gives us an essential indicator, the one of progressive diffusion of the process of democracy and supremacy of law – separation of powers, elections and freedom of the press, justice independence, respect to human rights and to minorities [...] Europe goes on being a virtual geopolitical entity, a sum of fragments, which have to be organized. But the most important idea is that it lays on a series of values, which have a common project”.

PICTURE 1. The European geopolitical context



Source: based on Diestro (2011: 109 and 180).

Valle (2006) and Pepin (2006) were pioneers on realizing that global work in the EU, since the Treaty of Rome (1957), was an explicit intention of establishing a policy of cooperation in matter of education and training by legislating aspects regarding professional education, equivalence and recognition of degrees... These first steps would be the grounds in the seventies, when the EU gathered the Ministers of Education of the Six, trying to establish a common educational policy for open cooperation among them; they would realise how important the actions of the EU in matter of education from its origins were. As for the COE (Diestro, 2011), it has been long time researching its own educational policy and the relationship between both institutions. Among its conclusions, we must point out that, with the signature of the *European Cultural Convention* (1954) and the first meeting of the European Ministers of Education in 1959, in the COE there was already an attempt to establish a specific policy in matter of education which could be useful as a preparatory context of what the Ministers of Education would be begging in the following years (Diestro, 2010). Consequently, in the supranational context, the ideas about the EU and the ones regarding the COE agree in the historical-political context.

In that way, the COE becomes the basis for the European supranational policy of education in

the *Old Continent*. However, although it is an important political process, it has not been recognized enough so far, hidden underneath by the EU since 1971 (first meeting of the Ministers of Education of the EU) and displaced by the European Union Treaty (1992) where education and training are included as part of the foundation treaties. For us, there is no doubt that the European supranational movement in political sense promotes consequently a European supranational policy of education, with the idea of facing the challenge together and also trying to give a solution to those problems they both were affected by.

The Supranational Policy on Education. Findings in the European Geopolitical Context

In this extended context, this will also happen with the educational politics and policy. Despite the fact that both (politics and policy) can be determined and recognized separately in EU and COE, as Valle (2006 and 2013b) —for EU— and Diestro (2011) —for COE— founded, in this paper we stand that it can be considered as a historical process as a whole, within a process of the European integration which both institutions represent together. In the specific case of the EU (which can also be extended to the COE), Puelles says that there is a need to study its educational policy, reaffirming this supranational view:

“[...] No parece una utopía considerar que una política de la Unión de fomento y apoyo a los estados no pueda sentar las bases para una convergencia voluntaria de los sistemas educativos, al menos una convergencia que permita la existencia de un currículo europeo común, de carácter mínimo o básico, la adopción transversal en los currículos de la dimensión europea de la educación, e incluso, la adopción de un perfil docente europeo [...] Sea como fuere, estudiar este nuevo nivel de decisión (la Unión Europea) debe

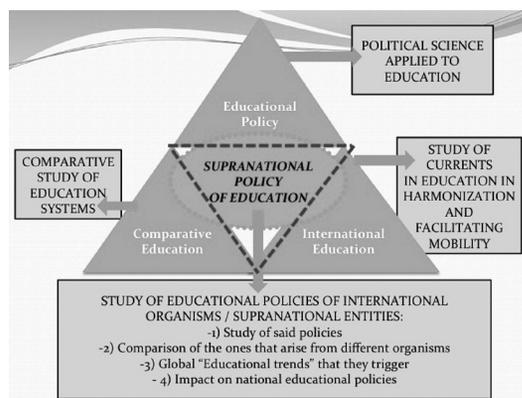
constituir, por razones hoy evidentes, un nuevo campo de conocimiento de la política de la educación” (Puelles, 2008: 57).

Puelles (2008), Martínez Usarralde (2009), Diestro (2011), Ball (2012), Valle (2013a), Keating (2014), among others, believe that it is not longer appropriate to use the nation-state as the unique level for policy analysis, particularly in the European cooperation context. Schriewer (2011: 42-43) considers that both the internationalization and globalization are processes with an enormous transcendence on a social and educational dimension. He reminds that Friedrich (1930), in his international pedagogical treaty, already foresaw a future intellectual direction towards a supranational and universal dimension that would overcome the barriers of comparative national studies. Hence, it is necessary to extend the context of study of the policy of education towards the supranational dimension:

“[...] Increasingly, on a global scale, education policy is being done in new ways, in new spaces by new actors... Policy analysts and researchers need a new toolbox of methods and concepts appropriate to the new post-national methods of policy and forms of policy relations” (Ball, 2012: 8).

As Valle (2013a: 10-14) considers, the Supranational Policy of Education is limited by other near subjects, like Comparative Education, Educational Policy and International Education. So, this Supranational Education would be in charge of analyzing the educational policy of the international institutions and this could be done from four different perspectives: to describe and interpret the specific actions in education and training taking by the institutions of the different international organizations are concerned; to analyze the policy of the different international institutions in a comparative way; to study the global tendencies from these actions; to analyze its impact in the different educational systems.

PICTURE 2. The Supranational Policy of Education areas, objects, subjects...



Source: Valle (2013a: 14).

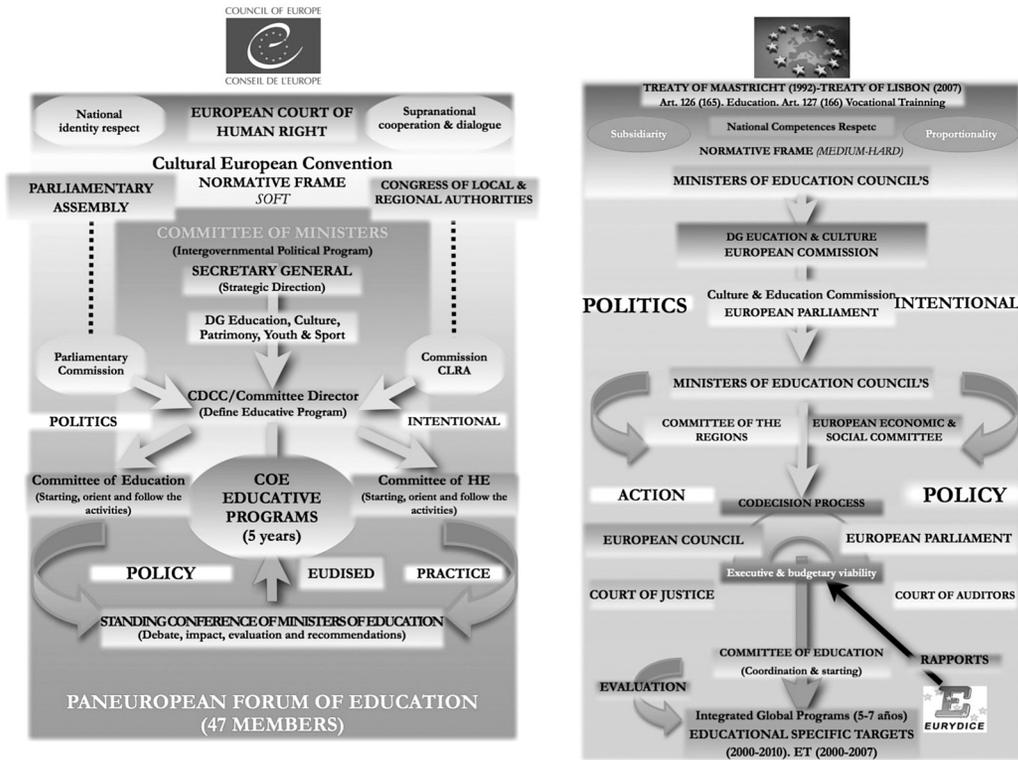
According to this, we defend that the entity of this new field of knowledge of the educational action of the international institutions is so important that it must be tackled from what can be known as Supranational Policy on Education. It is important to clarify that we are referring to a type of *soft policies*, if we compare them to national policies of education (*hard policies, traditional policies* limited to the national dimension). A special example of these possible views of the Supranational Policy of Education, mainly the second, but also the first and third views, can be found in the research by Diestro (2011), which gave rise to a doctoral thesis: *title*. The search for new hints and clarifying answers, as well as the achievement of the objectives in this dissertation, will be approached by applying a historical-comparative research methodology, which is proper for this field of study (Educational Policy, Educational History, Comparative Education and International Education).

This work analyses the historical and political background of the two organizations (COE and EU). It pays special attention to the supranational policies of education of these organizations and focuses on the concept of the *European Dimension on Education* (EDE) as a subject to

study and comparison. Consequently, EDE is converted into the *tertium comparationis* in the comparative research, which will permit us to determine its trends and tendencies in the study context and finally to compare them. In this way, it will be possible to offer a historical vision and perspective of the EDE in the two organizations. He concluded by showing two institutions springing from the same historical context, which share the same principles and values, the same heritage and culture, the same flag, the same hymn (the ninth symphony by Beethoven), and a common device motto: "*in varietate concordia*" (joined in diversity). In the same way, their global aims agree in the essential: to get a closer integration among the European countries (either through solidarity or through their common culture, heritage and wealth).

The EU as a political reality, its normative capability (with the promulgation of treaties, regulations, governing bodies...), the number of actions in matter of education that it has been designed with a convergent character for over fifty years now and, particularly, the incorporation of its perspectives into national educational policies (as in the case of Key Competences¹, the programs of action such as *ERASMUS+*, or the *Teaching and Training Strategies 2020*) make the European Union relevant enough to become a likely case of study from the Supranational Education's point of view. As Valle (2013b) proposed, we take the elements that can be studied from the Supranational Education at the time of describing the educational policy of an international institution. Now we will assign, to the case of the EU, a group of those elements in three main concepts: 1) actors; 2) process; and 3) the axiological setting. In the case of the COE, the analyses of elements or criteria of grouping that Diestro used (2011) were similar: 1) the political-historical context of organization, 2) the political process of education, 3) the specific indicators (documentary normative analysis).

PICTURE 3. Definition of the process of the working-out in the educational policy of the Council of Europe and the European Union



Source: Diestro (2011: 173 and 246).

To be honest, the appearance of the educational policy in the EU gave place to a period of duality, which later turned into the reorientation of the educational policy of the COE. In fact, despite the notorious role of the COE in the embarking on a Supranational Policy of Education, its recognition so far, as far as politics is concerned, has been very scarce and briefly quoted in researches regarding educational matters (Diestro, 2010).

We can see that the political processes followed by the EU and COE are similar. In both supra-structures, the process goes from the intentional and deliberate position (politics) to the real and practical one (policy). Their procedures and developments are similar in this sense. They both share the same global aim and

purpose. Nevertheless, they use different ways to reach it (for example, regarding education, different strategies and points of view) due to their particular institutional period. But, anyway, there are moments in which their political developments agree in time, and end up with similar orientations and strategies. Now we must emphasize the idea expressed by Diestro (2011) referring to “the communicative vessels” in the undertaking of educational policy in the Community, which shows the Standing European Conference of Ministers of Education as the main channel of information and communication between both organizations. As remarkable divergence between them, we can find out that the EU pays more attention to the development of the educational policy facing the instrumental capacities of the

citizens, using economy and society as backdrop. However, the COE pays more attention to culture, identity and sharing heritage, acting from the main elements of politics and pedagogy through the proposal of deep improvements. The political normative linking these organizations with their own countries also emphasizes the differences, as they get apart from each other in the fields of the strongest normative settings (EU) opposite to other softer ones (COE). We can mention, for example, the following convergences:

- The European Space of Knowledge.
- Authentication of degrees, certificates and competence.
- School links and exchanges.
- Teacher training and mobility.
- Exchange of information and experiences (EURYDICE, EUDISED, EURYPEDIA).
- Conferences and competitions on the day of Europe at schools (sensitizing).
- Cooperation with central and oriental countries.
- The learning of languages.
- LifeLong Learning and key competence.
- The development of material and resources.

The existence of two similar and, at the same time, complementary educational policies in the COE and the EU could constitute the theoretical body of the European supranational policy of education. Even a stronger convergence between both organizations could become the main base of action, which could allow us to follow a great European project based on education as the mainstay of the European integration (Diestro, 2011: 538-540). Is it possible to consider both policies, such as the corpus of European politics and the European policy of education? We believe it is.

“The sense of political, social and cultural belonging can no longer be exclusively national if a portion of the powers of the nation-state has become communitarian;

the extent of the territory and borders disappear, decisions are transferred to supranational bodies, jurisdictions, residence rights of foreigners, etc. All of them and many others lead us towards a common destiny, living in the diversity of European nations. So can we escape the idea that education should involve, as far as possible, a European dimension?” (Janne, 1973: 26-27).

The European Dimension on Education; an enigmatic and peculiar political-pedagogic concept that give sense to this European Supranational Policy on Education

Until not long ago, the EDE was a usual concept of the supranational policy of education and of the respective national politics of the countries in the current European geopolitical space. Its presence in institutional documents and educational legislations has given rise to a large number of specific publications, particularly in the field of the educational policy of both European organizations. Its daily presence in the European supranational policy sphere has been clear evidence since it appeared in the community context forty years ago becoming an important part of the political-pedagogic heritage of education in Europe. However, after the unsuccessful attempt of the Treaty to establish a *Constitution for Europe* (2004), it has rarely appeared in comparison to previous times. And because of the latest events that have occurred in Europe (economic, political and social crisis) the consequences have been terrible for Europe and its citizens. That is why the democratic deficit and the gap between citizens and institutions grows bigger and bigger; in some countries they are even considering the possibility of giving up the project (Great Britain) or the economic union (the so called GIPSIs; Greece, Ireland, Portugal, Spain and Italy). Maybe a strong bid on EDE during the years of social and economic calm would have avoided the present situation.

We see the EDE as one of the most characteristic and typical concepts, which gives meaning and coherence to the supranational political cooperation undertaken by the European countries in matter of education, in the frame of the project of peaceful reconstruction and European integration, in the mid 20th century by the COE and the EU. Those over seventy years of political cooperation between these two organizations have had decisive consequences (more than sixty years of peace and success) as in the national dimension of education in the European countries (including Europeanism, as critical attitude, and the reinforcement of an image of Europe). Throughout the years, the educational systems and the national policy of education have gone through strict individualism to a frame of joint action, in which the European countries have found the appropriate conditions to make decisions together and to reach common aims. It is what Lawn and Grek (2012) have interpreted in their book as *Europeanizing Education*. Education policy in the earliest times of the process of convergence has changed into the supranational political pedagogic cooperation nowadays; this takes us to the building of an European Space of Education, viewed as a special and structural context which gathers the supranational, national, regional and local dimensions

Sometimes, the interpretation of the EDE in the frame of supranational politics has raised parliamentary and governmental debates full of controversy, being even able to block the whole process of cooperation undertaken by the member nations as soon as it began. This situation has led to a lack of agreement and, consequently, a dispersal of the political-pedagogic concept of specific literature. We could say that the EDE represents an enigma of the education policy in the European context. Ryba (1995: 25-26) says that the EDE is a specific concept for Europe with direct consequences on the education policy. In Ryba's words (1991), and quoting Mickel (1987), who had already spoken about how difficult the definition of the EDE was, we can read:

"Much energy has been wasted in the past trying to define the nature of the European Dimension of education suitably. However, what is clear is that the majority of those who are interested in the European Dimension of education have a clear idea of what it means; another group tend to disagree considerably. It is also true that the commentary on the fact that the proposals, related to the European Dimension of education known at that moment, were too incoherent and not solid enough to offer a true sense of a medium-dated perspective, creating a total state of confusion"² (Ryba, 1991: 6).

This situation affects to one of the main deficiencies of the concept, as we have been able to verify along this research that there are lots of definitions and interpretations of what experts understand when speaking about the EDE. This happens for different reasons: the first is because the EDE has important consequences in the national education policy; the second is because the construct has an important polysemy and etymological content which requires answers to complex questions such as: What is *the European*? Which are its boundaries and its influential areas? Which meaning and political implications does the European Dimension have when it is connected to education? Do the European organizations help its integration with politics? And third, because the States have been against it, in order to protect their national competence in education.

This is why a good integration of the EDE in the national education policy involves a deep analysis and a redefinition of the concept together with a bigger political confluence between the EU and the COE, since duplicity affects its theoretical and contextual approach because of the presence of a group of European countries around the influence of both organizations (28 of 47). Consequently, the claim of the EDE as an educational tendency could take this concept back to the place it belongs to, becoming

the cornerstone of the European supranational policy of education for the 21st century which allows the creation and consolidation of a qualified, rich, diverse, accessible and equally *European Space of Education*. To promote European identity among European citizenship, mainly, a project that must take root in the educational systems since the earliest ages. On the contrary, the European project is in danger of not further strengthening the economy and Common Market. To get this aim and those aspects which follow, education and European supranational policy of education are necessary so that they take root in citizens:

- Sharing identity and common roots.
- Value of culture and heritage.
- Development of the European citizenship.
- Principles and common values shared by all the European people.

What is the European Dimension on Education?

This idea makes us wonder: What is Europe? What does it mean? Which place does it take as far as education? Which is the pedagogic task of Europe? How can it be introduced into the Educational Systems? The general aim of the pedagogic action of the European Dimension on Education should make young people become aware of the European **identity** to be able to assume responsibilities as **citizens** of Europe, and get to know its **culture**, heritage and common values.

Schooling in Europe has the task of making people aware of the approach among the European countries, and the reorganization of their relationship, which has led to a new context (COE: 1991a). The EDE emerges from the confluence of the educational policy of the COE and the EU at the beginning of the seventies and we have clear evidence that makes us think that, although it first emerges from the European

Community (1973), this idea is inspired by some actions started by the COE in the *fifties*, above all after the signing of the *Cultural European Convention* (1954) and the periodic meetings of the *Standing Conference of European Ministers of Education* (1959). We face an idea which begins and grows in two different political contexts, but which are in the same reality with an institutional architecture, a perceptive frame and a process of the working-out of their own and different policy; both organizations show conditioning factors (extrinsic and intrinsic) for the EDE.

The documents devoted and the two different tendencies of the European Dimension on Education

Apart from making the political context more precise at the points it raises, we have defined the process of the historical-political development of the EDE through these two organizations from which it emerges. This process is based on the analysis and the interpretation of different documents dedicated to this specific question in the EU and the COE. We have distinguished between those in which are intentional and those in which are practical. Among them, we can only emphasize the real ones, which are expected to be a strategy or tool of action. We are referring to the *EDE Resolution* of the EU (1988) and the *Resolution n.1* of the *Standing Conference of European Ministers of Education*, signed in Vienna (COE, 1991b). The rest are documents referring to intentional aspects of the process of deliberation between the institutions of each organization. As we mentioned in our previous research, the documents published by the COE before 1989 refer to resolutions and recommendations which inspire a specific EDE, although without being mentioned in a explicit way (the encouragement of European conferences at History and Geography schools, the promotion of an European community spirit, the fostering of exchanges among teachers and students, the learning

of languages...). This process of juxtaposition will permit us to value convergences, divergences and complements between both currents.

The analysis of these documents has allowed us to settle two different tendencies of the EDE in the EU and in the COE. But what is really complex is fixing a specific definition, which can be assumed by the whole organization completely. After this analysis we have concluded that the definition of the EDE in the Community arises from the interpretation of what has been said in the *Resolution* (European Union, 1988), in the Maastricht EUT (1992) and in the *Green Paper* (1993). As a summary, the EDE would be a fitting factor of the educational processes of the national educational systems to the new European context defined by the *European Space of Education*, and acting as an added value of the political action of the EU to the general purposes of education.

The tendency of the EU, as for the EDE, focuses on the peripheral elements of the educational

systems and promotes a reform of the instrumental character from the outside in (skills and attitudes). The COE, however, fixes its tendency about the EDE through the resolution n. 1 of the COE (Council of Europe, 1991b). The organization considers that the EDE is a principle where the educational action of the organization lays, and which responds to a new pro-European philosophy, which is trying to obtain a total pedagogic renewal of politics and of the European educational systems. At the same time, it responds to a new system of competence and intellectual approach, which rests over the values and principles shared by all the European citizens. The tendency of the COE promotes an improvement of the main elements from the outside in, with an attitudinal character, based in the knowledge and the skills.

The main conflict between them lays on the EU instrumental character, and the precursor character as driving force of a global renewal of education given by the COE. In conclusion, the orientation of the EDE in the community

FIGURE 4. Political normative documents devoted to the European Dimension in Education

European Union (EU)	Council Of Europe (COE)
✓ Rapports of Spinelli (1972), Janne (1973) and Dahrendorf (1974)	✓ Committee of Ministers Resolutions (1952, 1954, 1964, 1965, 1969 and 1976)
✓ Action Program in Education (1976)	✓ Committee of Ministers Recommendations (1983)
✓ Commission Communication's (1978)	✓ Committee of Ministers Resolutions (1985)
✓ European Parliament rapports by P. Power (1978 y 1982)	✓ Parliamentary Assemble Resolutions (1989)
✓ European Council Conclusions (1985)	✓ Resolution n. 1 of the <i>Standing Conference of European Ministers of Education</i> (1991)
✓ European Parliament Rapports and Resolution (1985 y 1987)	✓ Experts group documents (1991-1996)
✓ European Council and Council of European Ministers of Education (1988)	✓ Secondary Education for Europe Program (1991-1996)
✓ Maastricht's Treaty (EUT, 1992)	✓ Pedagogical Resources Program (1991-1996)
✓ Green Book (1993)	✓ Education for citizens Program (1997-2000) (2001-2004)
✓ SÓCRATES and LEONARDO's Program	
✓ European Parliament rapport (2002)	

Source: own writing based on Diestro (2011).

tendency looks towards education for Europe, whereas in the COE, the EDE represents education to, for and about Europe. In exchange, if we consider this historical-political tendency as only one and we understand it as an educational tendency of the European supranational policy of education (EU + COE), we can emphasize six key factors and specifics periods:

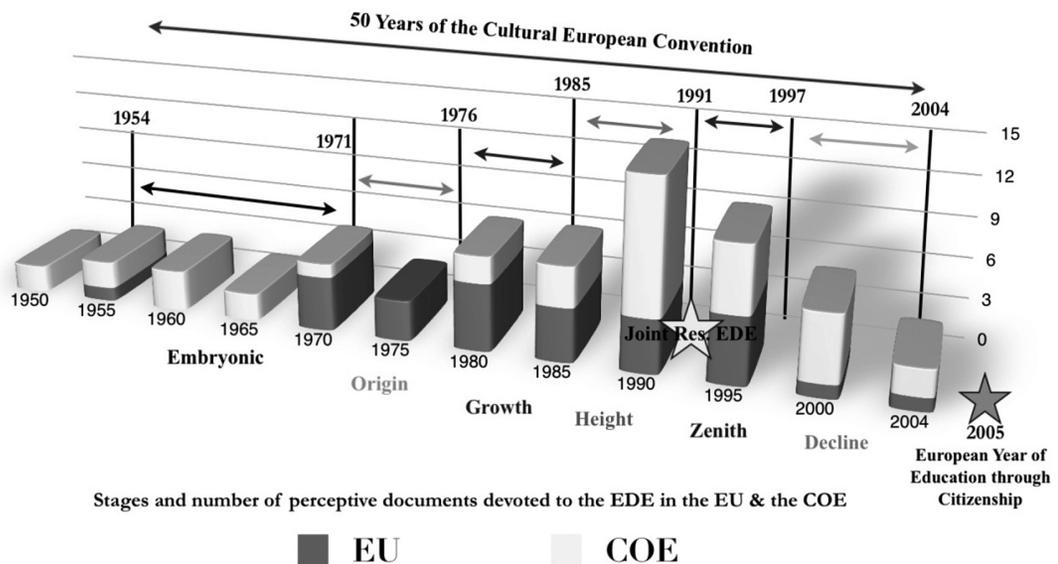
- Inspiration of the idea (COE, 1954-71).
- Genesis of the concept (EU, 1971-76).
- Blockade and reorientation (EU, 1976-85).
- Maximum height (EU-COE, 1986-91).
- Zenith (COE-EU, 1991-96).
- Decline-dispersion-reorientation-almost disappearance (COE-EU 1996-2004).
- European Year of Education through Citizenship (2005, EU-COE).

been issued except for the European Parliament report in which the integration of EDE in the primary stage appears, while the integration in the second stage has not been reached yet. In fact, the access of all citizens to the EDE cannot be guaranteed, because its development in the national frame is minimal. In this same thought, Ruiz-Corbella (2002: 340-341) argues that, despite the importance given to DEE in the analyzed institutional documents, a change is gradually perceived, orienting itself with increasing strength to the inclusion of education for European citizens. We can also see how other authors such as McCann & Finn (2006) consider that the European dimension of education for European citizens can be identified, or Puig, Domene & Lozano (2010), who also view the dimension as a construct that enrich European political referents of both organizations (EU and COE).

Why do we speak about decline or dispersion? During the 21st century, no documents have

As we have seen, EDE could be understood as a *tendency* (like European philosophy to renew

PICTURE 5. The European Dimension in Education historical-political route



Source: own writing based on Diestro (2011).

the education in Europe) of the European supranational policy of education (based on homogeneous educational events) whose importance through time and space, grows up, settles, falls and disappears. At last, we consider that we can name EDE, if we are using the terms of Roselló's theory as an *educational trend*.

“Education trends may be defined as a group of homogeneous educational phenomena whose relevance increases, settles, decreases and eventually vanishes throughout a certain time and space” (Roselló, 1978: 20).

Areas, aims and key subjects

We consider that the EDE can never be a new subject or educational content, a passing political fashion or an attempt for establishing an excessive *Euro-nationalism/Euro-centrism*. It cannot confine itself as an unique set of documents or an exclusive concept. When speaking about EDE, we cannot simplify and we have to avoid short-term dogmatism and excessive optimism. The EDE is a key specific concept for Europe with direct consequences for the educational-pedagogic policy. It refers to the essence that soaks the supranational policy of education and arises to renew modern pedagogy in the pro-European philosophy of education and the driving force of the European supranational policy of education. Without it, a real convergence to reach a narrower union among people—which is the main aim of the EU and the COE—is not possible. Some of these aims are:

- To strengthen the sense of European identity among young people and make them realize the value of citizenship.
- To prepare young people to take part in the economic, social and cultural development of Europe.
- To make them conscious of the advantages, disadvantages and challenge this means.

- To improve their knowledge, to favour the image of Europe, to instil the meaning of cooperation into them.
- To offer opportunities to be able to improve the quality of education.
- To help young people to achieve integration into the society and a better transition to active life.
- To favour the common principles and values, individual freedom and Democracy.

It is very important to emphasize the aspect of equal opportunities, accessibility and the presence of the EDE in the educational European system, because all European students have to take advantage of the European Dimension equally, as far as education is concerned, without taking into account where they are studying or the level they have (equality of EDE). As we can see in the following chart, the EDE can be organised in four different areas of action and in three key subjects, such as a Pro-European competence: knowledge, skills and attitude needed to be a European Citizen. As Santamaría-Sánchez (2012: 137) indicates, the introduction of the European approach of competencies in education, and especially in the educational stages of infant, primary and compulsory secondary, has important pedagogical implications (curricular, methodological and organizational). In the case of EDE the same idea is shown, although it should have further inclusion within a local school context:

- The curriculum and educational programmes (formal).
- The extracurricular activities, exchanged, linked, performance the scholar atmosphere... (Non-formal & informal).
- The initial and progressive training of teachers. Lifelong Learning.
- The way of headship, leadership and management the educational institution.

The first one refers to the curriculum and educational programmes inside the *Lifelong*

Learning paradigm; which is why it affects all the European citizens' stages of education. Production and divulgation of materials and resources, which can help the teacher in the dynamic process of introducing the EDE in the usual method, are also important. But it is also important to refer the initial and progressive training of teachers, because without their understanding and cooperation, the integration of this idea would not be possible. The third is about extra-curricular activities (out-of-school activities), which affect daily school life. In this sense, mobility, exchanges and relationship among teaching institutions are especially important. Finally, the fourth area is about different ways of headship, leadership and management in these institutions regarding the EDE. Some of the challenges, that the governing team of schools should face to adapt the institutions' lives to the EDE, are to favour its coherent integration and to encourage teachers to work in this direction.

In the same way, all the pedagogic programmes which try to introduce and favour the EDE should pay special attention to three key elements to strengthen the image and the understanding of the idea of Europe in the new generations:

1. European identity (Euro-global and opened to the world). The Europe of peoples and regions; of the countries; of the citizens...
2. Culture interaction (interculturalism) and joint in diversity, supported by social cohesion and equality among peoples and regions, unity in the diversity.
3. European citizenship (political and legal status), active democracy, Europeanism, sustainable development...

Conclusion

The EDE refers to education *for, to, on* and *about* Europe. It also refers to all the elements in the curriculum and school programmes of

the European Educational Systems. Its action can be developed in all the different scenes of education (formal, non-formal and informal) and in every stage (from Primary School to Higher Education) under the *Lifelong Learning* Paradigm. The EDE represents the European citizens' education (*how to be, how to think and how to feel as Europeans*). It tries to help citizens adopt an active and critical citizenship. At last the EDE is complementary and converging. Consequently, its character is inclusive, cosmopolitan and opened to the world.

For the main conclusions, one reflection and one suggestion can be drawn. On one hand, if everything around the European people inspired a European context (social, political, economic, cultural...), the educational systems of European countries should definitely open themselves, extend their supranational cooperation project and look towards Europe. The European countries should not forget the present political context in education, but they ought to take advantage of the normative corpus available and promote a joint effort between the EU & COE towards a European Supranational Policy of Education, based in the EDE, as a key educational trend, because the European Project requires it now and will continue to need it in the near future.

On the other hand, Europe needs to strengthen its space of cooperation in matters of education and extend it, moving on from its present soft policy to a greater effort in the cooperation of the Supranational Policy of Education, beyond the European Space of Higher Education and towards a European Space of Knowledge and the Education through *Lifelong Learning* (from Elementary to Higher Education).

Finally, despite the fact we find sufficient, solid arguments that support the expressed precepts in relationship to the European supranational policy of education and the European dimension of education, it is recommended that they be taken into account from a critical, broad,

flexible and unorthodox perspective. Otherwise, it would not be possible to understand this process. If educational policy and education are understood as an eminently national question, which has nothing to do with the supranational context that surrounds it, it would not be possible to deny the importance of the European institutions in this process since the mid-twentieth century.

Perhaps the answer to the enigma of DEE and educational policies needs new answers, which cannot (and should not) be raised nor resolved in national key. Not surprisingly, questioning and locating the European construct and all its singularities, along with understanding the unity in diversity heavily depends on the vision

(open or closed) of the reality that surrounds us, the notion of Europe and Europeanism and personal conception of recent historical-political convergence in the Old Continent. While one aspect is clear, our context and object of study as well as the supranational units of comparison (EU and COE) and its current educational and political trends are the result of a singular, unique process in history that has not occurred in other geopolitical zones of the planet. In fact, as Vargas-Llosa (2005) expressed, in his prologue with the European idea of Steiner, with all the evils that trail, Europe is, in today's world, the only great international and democratic project that has been underway and that, with all the deficiencies that can be indicated, it is making progress.

Notas

¹ The impact of the EU proposal of the eight *Key Competences for Lifelong Learning* into the educational systems of its Member States, for example, has been recently analysed largely (Halász & Michel, 2011).

² In this text, Mickel pointed the following: *The poverty of the conceptual description of the European Dimension is incredible!* See the bibliography: Ryba (1991: 6).

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Resumen

Hacia una política educativa supranacional europea basada en la Dimensión Europea de la Educación

INTRODUCCIÓN. En la región europea coexisten dos organizaciones políticas supranacionales, la Unión Europea (UE, 28) y el Consejo de Europa (COE, 47), que han desarrollado una peculiar política de cooperación en materia de educación desde sus orígenes, a mediados del siglo XX. **MÉTODO.** Más de 60 años después, a la luz de varias investigaciones histórico-comparadas realizadas *ad hoc*, ambas pueden considerarse como actores principales de una novedosa forma de entender los fundamentos de la política educativa, más allá de las fronteras nacionales. La concreción de sus políticas, a la luz de sus desarrollos histórico-políticos particulares, y de las analogías existentes entre ellas, permiten situarlas en una perspectiva comparada, caracterizarlas como

unidades de comparación y analizarlas mediante el concepto político-pedagógico de *Dimensión Europea de la Educación*, desarrollado por ambas, como *tertium comparationis*. **RESULTADOS.** La existencia de ambas políticas, los numerosos cauces de relación, sus divergencias complementarias y sus notables convergencias permitirían entenderla como una sola política educativa supranacional europea, es decir, como un novedoso ámbito político de análisis, cuyo elemento nuclear se sitúa en la *Dimensión Europea de la Educación*, como principal paradigma político-pedagógico. **DISCUSIÓN.** Sin embargo, las características e idiosincrasia propias del concepto, el análisis de los documentos dedicados y la secuencia histórica de los mismos, nos permite entender a la *Dimensión Europea de la Educación*, según la definición de Roselló, como una corriente educativa propia de la política educativa supranacional europea, que se origina en un periodo concreto, se desarrolla y consolida en el marco de sus políticas, y acaba por desaparecer, justo después del *Año Europeo de la Ciudadanía a través de la Educación* (2005). En conclusión, se pretende discutir sobre la importancia, reivindicar el sentido y clarificar el concepto de *Dimensión Europea de la Educación*, como elemento sustantivo de las políticas educativas europeas, capaz de regenerar el europeísmo, la identidad y la ciudadanía europea, desde la dimensión educativa.

Palabras clave: Educación Supranacional, Historia de Europa, Política Educativa, Educación Internacional, Educación Comparada.

Résumé

Vers une politique éducative supranationale européenne fondée sur la Dimension Européenne de l'Education

INTRODUCTION. L'Union Européenne (UE 28) et le Conseil de l'Europe (COE, 47) sont deux organisations politiques supranationales qui coexistent dans la région européenne. Ces deux organisations ont développé une politique de coopération particulière dans le domaine de l'éducation, depuis ses origines au milieu du 20^e siècle. **MÉTHODE.** Plus de 60 ans après, à la lumière des diverses recherches historiques et comparées développés *ad hoc*, tous les deux peuvent-être considérées comme des actrices principales d'une nouvelle façon de comprendre les fondements de la politique de l'éducation au-delà des frontières nationales. La concrétisation de leurs politiques à la lumière de ses développements historique-politiques particuliers, et des analogies existant entre elles, nous permettent de les placer dans une perspective comparée, les caractériser comme des unités de comparaison et les analyse à travers du concept politique-pédagogique de la dimension européenne dans l'éducation, développé par les deux, comme le *tertium comparationis*. **RÉSULTATS.** L'existence de ces deux politiques, les nombreuses relations entre elles, leurs divergences complémentaires et leurs convergences remarquables, permettraient de les comprendre comme une seule politique de l'éducation supranationale européenne, c'est à dire, comme un nouveau domaine politique d'analyse, dont l'élément nucléaire se situe dans la dimension européenne de l'éducation, comme un paradigme principal de type politique et pédagogique. **DISCUSSION.** Cependant, les caractéristiques et les particularités propres du concept, l'analyse des documents consacrés et leur séquence historique, nous permettent de comprendre la dimension européenne dans l'éducation, selon la *théorie des courants éducatifs* de Roselló, comme un courant éducatif propre de la politique supranational européenne de l'éducation, lequel provient d'un certaine période, se développe et se consolide au sein de ses propres politiques et qui disparaît finalement, juste après de *l'Année européenne de la citoyenneté par l'éducation*

(2005). En conclusion, on essaie de discuter sur l'importance, de revendiquer le sens et de clarifier le concept de 'dimension européenne de l'éducation', comme un élément substantif des politiques éducatives européennes, capable de régénérer l'euro-péisme, l'identité et la citoyenneté européenne, d'après s une dimension éducative.

Mots clés: *Éducation supranationale, Histoire de l'Europe, Politique éducative; Éducation internationale, Éducation comparée.*

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