

BEING A EUROPEAN TEACHER TODAY

INTRODUCTION

Political Europe was born sixty years ago. According to those who are called “the Fathers of Europe”, it stemmed from the idea that peace and harmony could be possible in our continent. At the origin of this formidable movement, there were willing men who invented the well-known institutions. In order to build peace and the unity of Europe, they proclaimed their belonging to such values as the respect of human Rights, the development of Democracy and the respect of the Rule of Law. They knew, as we note every day, that these values stand for many fights to be fought, and that nothing is definitively conquered. The mere support, in Europe, of democracy and the respect of human rights, as well as the solidarity among peoples, need a steady struggle and a full exertion of one’s rights in respect of the other’s ones.

The progressive widening of European Union and the Treaty of Lisbon give a new goal to the European dimension of teaching, strengthening what had already been defined in the Documents on education and training, and on the importance of cooperation for the improvement of school quality.

According to the European educational experts, national systems of education and training play a major role in building up a European educational environment, more flexible and permeable, more comparable and more compatible, that can contribute to the strengthening of a European dimension of educational policies.

Such European dimension should be drawn through substantial contents that can increase the values of diversity and pluralism of experiences, all leading to a “common European feeling”, to the strengthening of a European identity and of the values of European civilization.

The Council of Europe in Lisbon has started up an important process focusing on educational and training policies, according to the agreements of the Ministers of Educations of the EU Countries, together with the European Commission. A new working plan on future goals of education systems has been created, all aiming at focusing on common methods and means to assess the progresses obtained.

In March 2000, the “strategic objectives of Lisbon” have taken off, in order to “found a European economy based on a more competitive and dynamic knowledge of the world”, mainly aiming at creating a common cultural consciousness, as well an economic dimension.

The global strategy agreed in Lisbon to get this result within 2010 has been recalibrated, creating the program “Europe 2010”, concerned with different sectors, including social politics, economic and socio-cultural fields.

Lisbon gave a specific space to education and training. Particularly in the conclusions of the European Document, the Heads of State and of Government have recognized the fundamental role of education and training for the economical growth and development.

Starting from these basis, the Report on the strategic and concrete objectives in the school systems was presented during the European Council in Stockholm in March 2001. Some priority objectives were stated, such as:

- To increase the quality and efficiency of education and training systems in the European Union;
- To ease the access to education and training systems;
- To open outwards the education and training systems.

In the different Councils of Europe of the following years, focusing on the real needs of training world, some more objectives have been added, aiming at focusing on the real needs of training world, in order

- to make , by 2020, the education and training systems be a point of reference of a world wide quality.

As for these objectives, the Council of Ministers of Education has pointed out some priority areas of intervention and achievement for schools:

- To make, by 2020, the educational and training systems of European Union a point of reference of a world- wide quality.
- Slowing down of premature school desertion;
- Increasing the number of graduated in Mathematics, Sciences and Technologies;
- Increasing the number of young people completing secondary high education;
- Making life-long learning a reality;
- Building Europe of education and training.

In such sectors, school Authorities of Member States, at a national and regional level, have undertaken specific actions, aiming at the achievement of objectives of Lisbon for 2020.

In order to achieve these aims, school should play a very important role, being aware of the deep changes occurring in it, and taking an active part in creating

such conditions to allow a balanced development of “European society” to be created. The school system should think over itself and, undoubtedly, over its function and the way by means of which culture and training should prepare young people to be part of a European dimension. It is not about adding a “European dimension” to what is done, but it is necessary to put teachers’ practice and school system in this new cultural, economical and political framework/pattern, to be built creating tomorrow’s Europe.

Referring to a Document enacted in 1993 and at that time widely spread, but also noting that the recent evolutions and the new uncertainties due to the downturn and the new world situation put new questions, the European Teachers’ Association (AEDE) intends to contribute to this necessary and wide undertaking, preparing the following Document, during the International Special Congress in Bruges on 16th , 17th and 18th November 2012.

Being a European Teacher

School and knowledge society

The challenge posed to school and European society is a quality education, authentically European. Consequently, teacher training is needful to school renovation.

The changes in education and society of all European Countries seek new answers to new needs.

Today’s teachers are more and more asked to help young people get their autonomy in learning, thanks to the acquisition of new skills and expertise. Moreover, nowadays, class groups are made up of a miscellaneous blend of people, coming from different contexts, having different skill levels, speaking different languages.

It is the school’s duty to prepare youth for an international collation-exchange, in order to make them able to understand the world and its cultural differences. The changes occurring, need not only new knowledges and skills, but also their constant development.

The international advice emphasizes the need of a European widening in teachers’ training, if the entire system of education and its students are expected to access the knowledge society of XXI century. It is necessary to think about the educational situation in Europe and, possibly, all over the world.

Teachers' training

1. A European Training

Teachers' training should have a European and an international dimension.

This widening requires a shared will, that isn't easy to create.

The international opening means the ability to understand the others' cultural practices and the values they are referred to.

2. An intercultural Training

School is the place for socialization, where all the fights against discrimination and inequalities are developed, and the training of the future European citizen should be created.

In order to carry out such a training, the teacher should have a little bit more of Europe in his/her heart; he should be trained according a European and international dimension.

Teachers ought to work as mediators between a quickly changing world and the students who are about to become part of it. They should acquire these intercultural skills, on which their pupils or students have to be trained.

Then, as it is marked in the "White Paper on intercultural dialogue" of the Council of Europe¹, "the skills required to an intercultural dialogue, are not automatically mastered, but must be acquired, practiced and cared about lifelong". Particularly in Europe, but every in the world, the harmonious management of an increasing cultural difference is a priority. That is through dialogue. Inside the classroom, too, we can observe that the lack of dialogue and communication develops a stereotype image of the other, it creates a distrust climate, of strain, and sometimes, violence. The lack of communication favors intolerance and discrimination. The missing of dialogue within society can cause extremism, even terrorism. School brings to the young some useful knowledge and prepares them to be part of the working market, but it has also got the mission to lead them toward their personal development and the building of their identity. It is a privileged place to get young people be prepared to their life of European citizens. It must lead and help them acquire the means and behaviors in life and society, must suggest them some strategies to get new means. It must, above all, let them discover, understand and manage the values democratic Europe refers to, particularly, the respect of human rights as fundamental principle to manage diversities. Classes, schools, today's Europe are become multicultural, the first and stimulating place of the collation and the opening to other cultures.

¹ http://www.coe.int/t/dg4/intercultural/Publication_WhitePaper_ID_fr.asp#TopOfPage

3. Education quality: a need for Europe

European Union has been engaged, through its own Documents, in proposing a reflection on teachers' training and teaching quality. This is one of the key-points that will state the extent of the European Union increasing of competitiveness in a globalized world.

On the contrary, if Europe was unable to conform the XXI Century needs, it would be condemned to decline!

AEDE had foreseen that since 1968, in Bruxelles, by means of the European Chart of Education, which in the Article # 1 quotes:” The building of the economical and political United States of Europe must be joint to a renovation of education at the same time, which allows European citizens to be suitable to take European Community and be part of it.” That meant a European dimension of education and training.

Building Europe demands the best from ourselves: ambition and imagination in perspective, humbleness and steadiness in the effort.

Building a new European Citizenship

The European Union doesn't only mean an economical integration, but also building a common identity and consciousness for all the citizens, aiming at the accomplishment of a cultural and social integration, a reciprocal tolerance, and pluralism.

Building a new European citizenship is based on a culture of the values, in the respect of human rights and a democratic feeling. Such culture considers school, university, the information world, and the local, regional and national powers, as its “building sites”.

Indeed, a fundamental role in spreading and promoting such principles among citizens is up to school, that is the place where youth common identity and consciousness is created.

Our teaching systems keep complex relationships with society, as they need to put young people into a social, political, economical and cultural context and, at the same time, have them prepared to be responsible, autonomous, that is, critical: that implies they can keep distances from such context. If these systems have to get them used to a culture and certain values, it must be noticed that these are not homogeneous and contain – that is the reason for their richness and efficiency- different contributions and trends. The present is more deeply experienced by young people, as it is their primeval “existential”

concern , it is not just a simple repetition of the past. Then, we must convince that in an accelerated changing rhythm society, the future must be taken into account by teaching. It cannot accomplish its function, unless it adds, from now on, to the study about the past and to the analysis of the present, a future point of view, and unless it pays attention to what can, has to or should happen.

The role of teachers in current society

In a continuously developing society from an economical and cultural point of view, the role of teachers must be “re-built” every day, featuring itself for different and new epistemological and operational elements.

The current changes need a continuous updating of educational systems and a constant qualification of managing and teaching board, through a better relational and interactive ability between school and enterprises, and vice versa.

Young people should not be given a training that leads to a specific job, but rather a wide knowledge-training ground, which enables the changes, according to youth’s needs and the features of labor market, which can hardly be programmed. Young people need to be prepared to society patterns that do not exist yet. It makes school undertake an active and socially boosting role: **to create European citizens, able to propose and point out some values on which the European project should be built.**

Of course, in order to ensure competitiveness to our school system, functionality, training abundance cultural contents and professional quality are needed.

This requires teachers’ European-wide continuous training, their ability to prepare young people to ménage their professionalism, and help them face responsibly the historical rendezvous at a local, national, European and world level. We must be convinced that building Europe is a matter of school, a cultural matter.

The task of the European Teacher

The task of European teachers is:

- To let students understand, in a technological era like ours, where specialization tries to replace humanistic studies, instead of completing it, that the “overall culture” is the common base for any single knowledge;

- To show, thanks to precise examples, the interconnection between each single subject with the other;
- To emphasize how a European perspective only can allow people to follow the evolution of art, literature, philosophy, sciences and political and social institutions;
- To show, by means of references to the common origins, how European people only have created the concepts of “Person”, “City”, “Municipality”, “Church”, as well as physical sciences the technology and industrial machines;
- To prove, thanks to references to other cultures, the fundamental unity of our civilization, and mark the universal value of European civilization;
- To show that our culture is continuously enriched, thanks to the contact and dialogue with other cultures;
- To point out the unity of European culture, that can offer a sturdy base for the political union of our populations.

Among the tasks of a European teacher, there is the building of a European citizen, and such creation cannot start, but from the rediscovery of fundamental values of civil life:

- The respect of individual’s and people’s liberty;
- Political freedom;
- Religious and thought freedom;
- The respect of cultural and historical heritage of each community;
- The respect of minorities’ rights.

The need for a new educational system

1. Training to values

A new educational system is needed, a solidarity model, a “Project Europe” of education, sharing problems, protecting the environment, the health, human rights, democracy, the respect of the other and of differences.

We have to be able to invent new attitudes and cooperation- interchange-oriented behaviors. “European Educational Projects” are of great value in achieving that.

Teachers should have such a cultural training, to overcome prejudicial diversities among places, nations, groups, such a cultural training able to ensure unity in the variety, on an equal basis of cultural dignity.

Teachers should have a cultural training, in order to decode every type of alphabet, ranging from the social and civil relationships, to the historical,

philosophical and artistic one, and be full part of the diversified dynamics of European alphabets.

Essentially, teachers should be able to deal with life, society, culture and each individuality at a social level, as they live the accomplishment and expression of their personality, as European citizens.

2. Letting students build their own identity

Before drawing broadly the educational purposes that will lead teachers in children's growth process, in order to create a real European consciousness, we need to ask ourselves about identity.

It would be venturesome speaking about conscience, identity, national or European citizenship, without focusing and questioning on the concept of identity, on the relevancy of the notions of collective, national or European identities, on the other and on the meaning we give to these concepts, without referring to our heritage. Speaking about identity is a complex matter.

If at the first approach, personal or collective identities seem to be some evidences that cannot be discussed, each plain definition seems impossible. Some attempts tend to define identity for what it is: I am who I am, as I am not another one.

Every day we observe in all European Countries that Ego's assertion can easily become self-love, selfishness, self-worship or bad faith. Claiming for a national belonging can lead to nationalism, even chauvinism; the reference to Europe may become a closing to other cultures; belonging to a worship or religion can bring to fundamentalism. Identity is a complex concept, if not dangerous, when we try to define it as understanding. If identity is so difficult to be defined, that is because it is a process in progress. So, we will state our identity is Narrative², today we are what we say we are. That allows to go out of a stiff conception of identity. Our identity has not been given once and for all, to be carefully preserved; it is what we remember and we tell about our choices, exchanges, fulfilled projects, our failures. It is our history as we are telling it today. This continuously lifelong re-shaped identity, that is aware of its origins, but also nourished by experience and exchanges, doesn't allow to droop towards an idealized golden age. The perfect identity, accomplished, is in front of us, at the end of our life, not in our past. Exchange and dialogue are in the middle of building identity. There isn't identity building without communication, exchange, dialogue with the other.

² CF. Paul Ricœur, *Temps et récits III, Le temps raconté*, éditions du Seuil, Paris, 1985.

3. Learning meeting the other, the others

How to define this “other” who allows us to build ourselves? The otherness is not only what the other tells about him/herself today. It is not a mere other’s identity, a picture shaped from the other’s tale, but it is a one coming from our history our identity tale.

Otherness, like identity, is, therefore, a process and a tale. It is built and shaped by the matching. The History of Europe proves that any type of match is not a pacific, constructing and respectful one. Some recent conflicts and current affairs give us other and tragic examples. We can observe the origin of otherness, when our neighbor, nearly a friend, has become “the other”, whose differences are more important than old connivances, then, very quickly, he/she becomes the enemy to be destroyed, in order not to be destroyed, whose identity has to be denied and altered, in order to preserve ours.

As educators, we must strive to understand how the matching/exchange should be conceived, to make it fructuous, a source for deepening ourselves, and not a mere comparison; we should consider the other not in what he/she is different from ourselves, but in what distinguishes him/her and lets us be closer to him/her.

Accepting a narrative definition of identity implies that we inscribe the intercultural Dialogue in this perspective: it is not just two different cultures talking to each other, but some people who choose and accept to talk together, to share their stories and heritages, to be enriched by their differences. In this perspective, meeting the other means accept the dialogue with him/her, the sharing of his/her story. An encounter is made of two tales crossing and mixing up. Talking is not just an exchange of two tales, two monologues: it is accepting the fact that his/her tale can modify and enrich one’s identity tale.

A Europe-wide teaching

Today teachers are summoned to become European teachers. Their teaching must get a European dimension, based on the opening toward the other, the acceptance and valorization of diversity. The understanding of the other, the respect for his/her individuality, the awareness that diversity is richness, the ability to manage the divided loyalty, the flexibility, the attitude to work in synergy and to get an objective by multiple converging interventions: these are some of the fundamental attitudes for tomorrow’s society, that the European dimension of teaching should boost.

Of course, a better perception of the complexity of the political and social relationships, and of varieties and diversities of the people in charge, and, consequently, a wider adaptability to change should be considered, too. Teachers, moreover, should multiply their contacts with schools, with the teachers and students from other Countries, because they work together with young people, who, probably, will be engaged in a European career in the future, so they need to know the education systems of other Countries of the Union.

They will be required to have a good knowledge of European Union, its origins, evolution, objectives, development and problems.

Developing human resources: a teachers' task

All teachers should get a “European experience” , in order to provide each student with a training, so that he/she can become an active member of European Union. That is one of the main objectives of an education able to face and solve the major issues of the Third Millennium.

Such education and training should develop human resources, innovation and competitiveness boost. This tight relationship between the contents of knowledge, skill and culture of each citizen, and the innovation as a boosting element of growth and cohesion of our society will be the starting point for a new programming cycle, looking at Europe in the third millennium as a leading role.

In developed societies today, human resources are recognized as the most important factor both for productivity and for its cultural value.

European teachers should be able to “make culture”, that is, they have to be aware of each reality: looking at it,, analyzing, and “reading” it, by means of any type of code and language this reality can be expressed.

The access to culture, by means of learning-teaching methods of all the kinds of “alphabets”, is the accomplishment of a real process of education to freedom, so that everyone can learn to be a full individual, developing at his/her best, feeling him/herself as an active and responsible member of European society.

European society

European society has to be an open one, open towards the other cultures, the future, it has to be a society encouraging mobility but, most of all, an

innovative and competitive society. Training, education, flexibility opening and mobility are the key-concepts of this new European society.

School cannot prepare young people to these attitudes, if it doesn't integrate them into its operating forms and its pedagogy, thanks to teachers' active participation and engagement.

The message of European school will be as much effective and rich for students, as it will introduce them to the knowledge and complexity of actual social life.

Knowing allows a better managing of the different situations. European school will have an interest in promoting and multiplying the contacts with the real world, so that students can integrate their realities and aspects. School has for a long time been inclined to mistake culture and knowledge.

Culture is the capability to use knowledge, or, more, to link into a dynamic and effective synthesis the experiences offered by life. From this point of view, promoting a culture widened to a European dimension, school will undoubtedly increase the possibility to find a more effective answer to the challenges of any type, put in by a developing society and world, within the next twenty or thirty years.

Shaping a European consciousness

If the process of European integration is expected not to be closed within the fines of a diplomatic negotiation, but to spread from the treaties to the consciousnesses, the European ideal must work at any level of population, a consciousness must be shaped, so that it can lead to a more and more effective and democratic participation of all the citizens to the building of Europe.

This is the fundamental subject and commitment of AEDE action. The shaping of such European consciousness implies a deep knowledge of the problems, of the difficulties, of the performed tasks and of the matters to be solved, in order to increase European integration.

For this information/training, school, at any level, represents a fundamental mean.

A.Teacher's professionalism

Teachers' tasks have become more and more complex, and are shifting from contents to the planning of training experiences; the components of planning, animation and research tend to prevail on the mere transmission of contents. On the other hand, we cannot refer to an abstract model of teacher, but to

thousands of people with different situations, motivations and expectations, to be “re-motivated” and put in a condition to face the innovation. So, a new teacher professionalism is needed, it should be flexible and able to build a new positive relationship with new Information Communication Technologies in any field of social and working life, increasing the value of any type of training experience, not necessarily a school one.

Teachers, as European citizens, are requested to have different skills, ranging from **pedagogical** to **psychological**, **methodological** and **environmental** ones.

Having PEDAGOGICAL skills means:

- To live the experience and to accept differences, in order to prevent and contrast the creation of stereotypes and prejudices towards people and cultures;
- To live culture and cooperation, necessary to defend life and make it better at any European latitude and not only; sensibility to problems and to everyone’s problems, getting over the near reality, and thinking on a wider cultural and social reality, as the European one is. This is made possible thanks to highly qualified teachers, sensible to different cultures, and by means of the scientific research, within a life-long learning, aiming at integrating one’s training process with a” neo-humanized” action, as a result of a personal engagement and sharing social and cultural proposals;
- To appeal to a methodology that, free of prejudices and stereotypes, brings up to an open-minded and interactive attitude , emphasizes the dialogue, acting in the respect of the other’s culture, and encourages the widening of horizons and the understanding of cultural differences;
- To review teachers’ traditional ways, in the perspective of a European vision of teaching;
- To work out again the programs , in accordance with a unifying ideal of Europe, being inspired by everyday life’s situations, and setting programs by means of a European view, steering students’ intelligence and sensibility toward European problems and emphasizing the common elements among Europe’s populations.

Hence the importance of knowing foreign languages, in order to encourage teachers’ mobility, cultural interchange and understanding of people, safeguarding their ethnic heritage and the common matrix of their civilization, as a function of tourism and migration.

Teachers' and students' mobility, exchanges and cooperation among the Member States of the EU, as well as planning periodical stages and refresher courses for teachers, should be encouraged and intensified.

Learning and using more languages is a needful condition to know and communicate with the other hand, at the same time, it represents an essential mean to strengthen the sense of belonging, understanding and increasing the value of cultural and language diversities.

Education is the key-factor to the conquest of a European dimension at any school level, to promote the knowledge of European languages, particularly the least spread ones, so, increasing multicultural dimension and making the exchange of information and experiences, a source of reciprocal fullness.

From the European outlook marked out in 1993 in Delors' White Paper on education and training "Teaching and Learning- towards the knowledge Society" of the European Commission, the concept of multilingualism as a fundamental feature of European citizenship was pointed out.

The promotion of more languages, at least three European languages, is recommended as an overall objective.

Building Europe depends on language knowledge of its inhabitants. If we want our future citizens be able to live in a multilingual Europe, and appreciate language and culture variety, they have to learn more than one language.

The purpose is that of getting the youth and the adults prepared to live in a multicultural society, respecting democratic values and social cohesion.

Two are the reference organizations: the Council of Europe and the European Union. Learning languages and intercultural education are the ground to encourage the training of new identities and the collation of different cultures.

AEDE has been engaged for decades in promoting the teaching of modern languages. The reflection of its sections, and, as well known, of Switzerland section³, according to the concept of European Framework for language teaching and of Languages Portfolio, is widely recognized. This commitment goes together with a constant pointing out the need to recognize equal dignity to any language, as well as the least spread. Each language symbiotically lives with the culture it expresses; the missing of a language, its abandon, is a big cultural loss for the mankind. United in their different languages and culture, AEDE teachers want to confirm that they are militants of European multilingualism; they are strong defenders of multilingualism, that everyone recognizes and protects in Europe.

³ Even today the project Scala 3 (Ladder 3) of reflection and action in favor of a precocious bilingual teaching marks our Swiss colleagues' commitment aiming at a Europe of peace and reciprocal understanding.

Having METHODOLOGICAL skills means organizing knowledge as the possibility to unitarily understand the world, putting into practice MARITAIN's beloved principle of "distinguishing to unify". This is a knowledge process and world explanation, as an organic reality, a dynamic and functional wholeness, appealing to a set of distinguished and still converging subjects, to solve a specific problem.

This involves an interdisciplinary work, that is, teachers having the methods, techniques and languages of a given subject should be able to face a problem from a certain point of view, together with other expert teachers, in order to get a complete sight of what has to be dealt with.

Today, more than ever, interdisciplinary requires teachers able to plan together and motivated to a team work.

European teachers should aim at a teaching of socialization and at learning, by means of everyone's action and function (corporeality, mental development, intelligence, Ego's structures complexity and creativity). This must be meant as a productive thought process, played out by prepared and aware teachers, who consider creativity belongs to any individual as a psycho-physical body, able to produce strategies to know, understand, seek, solve problems and to communicate, express him/herself, interact more and more knowingly.

The real protagonists, able to encourage learning-teaching as a process of training, an itinerary of education through knowledge, should all be European teachers, thinking on their work as a planning activity, cooperative and researching action.

In promoting literacy, European teachers must lead to culture, creating a cultural growth, in function of their own humanity and all's one. They should always take into account the different realities, made up of their own history and culture. Such awareness has to encourage teachers to promote a learning-teaching process, inclined to respect, communication, both European and world wide.

European teachers should have PSHYCHOLOGICAL skills, that is, sociology, concerned with social phenomena, is tightly joint to social psychology, inquiring about men related to their akin, understanding more and more deeply the reasons for social behaviors.

A deep knowledge of psycho-pedagogy is required, as each teacher cannot leave aside the facts of general and growth psychology.

Psychology is the science concerned with human personality in any aspect; personality is the most complete and highest expression of the individual, as it

represents his/her active and operating synthesis; therefore, personality is the synthesis of different ways of being of the individual.

Two aspects can be found in personality: **intelligence**, known as the functional ability to know, imagine and play, adapting one's behavior to external world's situations, and **disposition**, synthesis of emotional, soulful and affective tone, determining the orientation and strengthening of individual activity.

Educator-man's greatest task- William JAMES wrote- is that of trying to understand other people's personality, so deriving an improvement of the one who knows and the one who is known.

Psychological knowledge allows European teachers to increase the value of the other's personality, by means of an understanding and empathic attitude, able to penetrate everyone's subjectivity, and de-codifying the variety of verbal and non verbal codes.

Having an ENVIRONMENTAL CULTURE means a particular culture based on the relationships between the environment and human societies, always keeping in mind that the environment and its features, as well as the specific dynamic of its components, is a "product" of men's actions.

European teachers having an ecological culture are aware that Earth's destruction will only be avoided, if people regain the consciousness, at a European and worldwide level, to overcome many errors till now and, undoubtedly, a pedagogy of the environment will be able to save, more than any other mean, the future of biosphere.

European teachers should give a new shape and steering to our planet Earth, so it is necessary to create a new man.

The people of next future must have a particular culture based on the respect of their own, as well as the other's life, rights and community.

B. XXI Century's European Citizen

It is important to shape a "European consciousness" and to give everyone, but to the youth above all, knowledge and awareness of the reasons and dynamics about social cohabitation, in order to promote a citizenship, not only formal, but engaged and responsible. It is an educational-cultural process that, through an effective and updated teaching-pedagogical action, allows European teachers sensible to these problems, to accomplish not only a cultural and professional training, but also a civic one, that of the "civis europaeus" of XXI century.

The European building requires, then, an active and responsible participation from school. It should be able to create European citizens, able to promote and suggest some values upon which the European project must be built. Such citizens, attending Universities, through different faculties and directions, and by means of this sensibility, widening their direct experience, can instill into their activity (teaching or work), this cultural pattern, so accomplishing a constantly developing process. It is necessary to rely on qualified and deeply engaged teachers, and their engagement in a European dimension of education should be marked.

Europe, through a hard journey, starts from school. It's in such a place that teachers should lead their students to understand the need to build Europe of values, solidarity and equality among people, stemming from the common cultural origins. Teachers should get students ready to share European values. Once more, education's and educators' creativity is summoned to go along the hard, ambitious, but fascinating road, linking identity and difference, local and global, specificity of cultural roots and ability to contamination and hybridization. That will have as major goal the shaping of a European and world citizen. All of us must be involved in achieving that.

European identity cannot be perceived and described as a steady and given one, with bonds and limits, but as a moving identity, an identity of change and movement, as a "Europe building site", a fluid identity referring to "being on the road", "the journey", and its "obstacles". That is the reason why new "ways", "roads", "paths", some "maps" must be set up. So, Europeanization is meant as a movement in a space, but also a movement in the time. Such movement has rescued history from its past made up of wars, and is carrying out a firm break with such a past.

Neither the shared present, nor the shared past can express the European moving identity. The idea of another time, the idea of a future is prevailing. Europeanization means a conception of present leading to future, where identity is "on the road", creating, leveling, founding, planning, building, being lost and confused, striving, trying, finding and inventing. European identity, therefore, doesn't consist of other contents, but of another way of meaning identity, the concept of identity.

Being on the road through a European-non European way, that is, being at the same time, identical and not identical, gives wings to European spirit.

Europe is a moving Europe.

This is the ground on which teachers is placed, and these are the objectives to be accomplished.

Being a European teacher today means getting a permanent European training, an ability to take the new professional role (clearly expressed in the art. #10 and 13 of the European Charter of Education, aiming at enacting a European statute of teachers), to prepare the youth and help them responsibly face the rendezvous with local, national, European and world history. Building Europe is a matter of culture.

Besides, school, in its high educational function, has got a clear mission in the field of orientation and training. Building Europe means overcoming the doctrines that led to divisions among peoples , the idealization of violence and catastrophic conflicts , to replace them with a cooperation based on civil and human progress and, above all, on peace.

AEDE has been involved in Education and Active European Citizenship for many years, as, according to this Institution, there cannot be a European building, unless people get a common European consciousness, European people's will and engagement. In this perspective, it has accomplished several European Projects, such as CITEURACT from 1999 to 2003 or, at the moment, ELICIT Project. AEDE takes parts in the reflection of the Council of Europe on teaching History in Europe and Education for "democratic Citizenship". It has carried out many contact- lectures for COMENIUS in Austria and in Italy, and many meetings through its national sections in Germany, Austria, Belgium, Spain, France, the Netherlands, Romania has been organized.

These actions have allowed to create some constant elements in the expectations and objectives of teachers coming from different countries, cultures and traditions. Study programs remain at a national level, but issues are the same, they make us work together. We are sure that the consciousness of a new European approach to Education and Peace is beginning. The conditions for a European building, its development as a reaction to old nationalist stereotypes, need a "political pedagogy". Teachers' action in this field is tightly linked to European Institutions' decisions: Council, Parliament, Commission, but also to Member States' Governments , through their presentation of common decisions, leading the perception their citizens have of European building itself.

Education to European citizenship is a major need: it is not a given or an inbred one, it is acquired all life long , by means of reflection, knowledge and

action. AEDE has always had among its main purposes that of helping children and young people in European schools, their parents and their learning environment, better know and better love this Home, so different, so complex, and make it improve and grow. This education must aim at promote a real “European patriotism”.

According to AEDE, being a European citizen means to be personally engaged, together with other people, in building a more pacific, harmonious and united European homeland. That is a major task to invent a more human globalization.

Education is a School’s task, but not only. Political leaders, media, a European Civil Society , must be committed in promoting an “affective” dimension of European Citizenship. Together we must mobilize ourselves to speak differently about Europe, to remind ourselves that, before being a great Market, Europe is the hope for Peace , boosting utopia , and this unification of Europe cannot be fulfilled, unless women and men of Europe join, undertake and act. Inasmuch an association of teachers taking part in this process, AEDE would like to recall its mission in favor of the youth, that cannot be accomplished without an increased coherence, in order to make the fundamental values of the common European heritage prevail.

Concerning teachers, making Europe, as it is today, be loved, is not enough, to build an affective dimension of citizenship, that is the main goal of our Association. We need to re- learn loving Europe!

The generations marked by the horrible divisions once showed their will to reconcile our continent, and “invented” Europe : it was a senseless utopia. They have passionately taken up the engagement of this mobilizing foolery, needful for our future. Today we must remember that their work will not be fulfilled, until there will be the germs of intolerance , of misery, of contempt to the other. Whereas today new challenges put new requests.

The protest against globalization , too often linked to a limitless liberalism, mobilizes poor Countries, overwhelmed by the international debt , though European citizens, concerned about a larger international solidarity.

Education to European Citizenship needs understanding the international cooperation’s working about development. We think that it brings to understand that the European project is senseless, unless it is inscribed into a logic of solidarity among human beings, into a communication of cultures, into the willingness to build a lasting peace for our Earth, respectful of everyone’s dignity.

Let’s have Europe get globalization of solidarity as its new utopia!

Citizenship cannot be conceived without engaging in a project. European teachers can also suggest young people another task, another commitment, another dream: bringing in a troubled world the example, the evidence of European reconciliation. European Countries have exported their certainties, their conflicts, their lust for conquest for centuries. Nowadays Europe doesn't have to give lessons to the world, it can only lead by example to a fulfilled reconciliation, to a continent in peace⁴. Other trails can be followed. Europe is generous and its programs show that it concretely puts into practice international solidarity. Taking part in the spreading of ECHO actions in schools, the General Direction of the European Commission in charge of emergency humanitarian help, AEDE has been committed in underlining these actions in favor of a real international solidarity. We have observed the participation of the youth to these projects, stemming from the discovery of these actions: if the promotion of a selfish prosperity in a world of misery and wars will never arouse enthusiasm, then it is possible to love a united homeland, open to the world.

Today's European youth, as well as their ancestors, need being mobilized for a sake that is worth our commitment, our time and energies. Institutions, a common market, are needs, not only engagement reasons.

A united, fraternal and open Europe, homeland of ideas in progress and in movement, a homeland of democracy and Individual's Rights, a homeland of diversity, collation and solidarity, can become such a mobilizing utopia for today's and tomorrow's Europeans. A radiant Europe can become the real homeland for all European people: European citizenship, a gift by the Maastricht Treaty to the citizens of the Member States of the Union, can, then, become civism, personal commitment toward a reconciled Europe.

Conclusion

The path already started, mainly thanks to the generous and selfless action of AEDE's teachers, should go on by means of a renewed strength: let Europe be more present in schools, let the seed of European consciousness get everywhere the fertile ground of youth's thought and bear fruit.

AEDE, that was born together with united Europe, and is not a peripheral part of its history and of the school's history, must give its constructive contribution to the various steps. It was founded in order to favor, inside and outside school and teaching, the process of European integration as the first step toward "a political arrangement ensuring international peace and justice".

These are our roots, this is our identity and this our action program.

4 Cf. Edgar MORIN, « *Penser l'Europe* » (Paris, Gallimard, Coll. Folio, 2^{ème} édition 1990)

Our commitment is that of helping teachers and schools at any level of education know and put into practice European contents and methods , so that young people can be part of European working contexts, so trained as to meet the needs of times and to live and work in Europe of Peace , rights and prosperity.

Therefore, young people's training must be a European and international one. Essentially, teachers will have to give their teaching a European dimension, allowing our young to fit a globalized world and to contribute increasing competitiveness of the European Union itself , so enabling it to answer XXI Century's needs.

AEDE intends to go on with its action in this perspective, in order to boost Education and Training and to project our young people towards Third Millennium's Europe!