

Educational Study on the teaching of the euro and EMU at school

Final Report v 1 0

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1. Executive Summary

1.1. Introduction & Methodology

This report marks **the culmination of a seven month study on the teaching of the euro and EMU at primary and secondary level in the EU**. The study undertook extensive research, which established that **there is an appropriate niche where DG ECFIN could develop and disseminate pedagogical tools on the euro**. The research identified suitable target groups and their needs regarding such pedagogical resources as well as the necessary steps for the distribution of the educational material. The research also reviewed existing DG ECFIN publications¹.

The study's methodology was developed to provide an evidence-based background for the development of new pedagogical resources on the euro and EMU. This involved desk research, advice from the accompanying pedagogical expert², two meetings with a Monitoring Committee of independent experts, six country level meetings with teachers, 15 interviews with educational professionals and two online consultations.

The Consultant has made **recommendations based on this research focusing on the development of appropriate content themes and the use of resource formats** (e.g. booklets, online portals) **which are attractive and relevant for teachers**. These recommendations include **potential dissemination channels and partners to ensure that the pedagogical resources are adopted by teachers**.

However, DG ECFIN will need to decide how its strategic and political considerations can be reconciled with the pedagogical recommendations of the Consultant's report. With this in mind, **the Consultant has recommended options which could both enhance euro and EMU education across the EU Member States and the communications aims of DG ECFIN**.

1.2. Overview of main findings

In order to determine the feasibility of developing and disseminating pedagogical resources on the euro and EMU, the Consultant's research identified the existing teaching on these topics; how open teachers are to using such resources; and what features the resources would need to contain. A summary of the main findings follows below:

- a) Teachers need resources that support them in meeting the curriculum objectives.
- b) Teachers experience considerable time constraints in meeting their curriculum objectives and introducing new topics is therefore often difficult.
- c) The euro and EMU rarely feature explicitly in the compulsory national curricula of EU Member States.
- d) Teachers are willing to teach about euro and EMU – if they have proper resources and training.

¹ 'United in Diversity' and 'On the road to the euro'

² Yves Beernaert from Educonsult

- e) The euro and EMU can be difficult topics to teach in terms of tackling their key aspects whilst making the subject interesting for pupils.
- f) In general, teachers believe that children have positive views about Europe and European themes if in the right context; such as sport and travel. New resources should take into account the interests of pupils.
- g) Pedagogical resources must have clear pedagogical aims and learning outcomes, accompanying teacher guidelines, and interactive features for pupils.
- h) Pedagogical resources should be developed in the framework of the *8 Key Competences for Lifelong Learning*, which has been broadly adopted by national education systems.
- i) Teachers in the 'new' EU Member States outside the euro area appear particularly enthusiastic about teaching on the euro and EMU and receiving pedagogical material on these topics.
- j) Teachers' overall experience receiving EU information and resources has often been mixed and disjointed. Information needs to be provided in a more consistent manner.

1.3. Recommendations

a) Target groups

- For the purpose of this study, the Consultant has identified **teachers** as the direct **target group** and **pupils** as the **indirect target group** when researching suitable types of resources to teach on the euro and EMU. It is clear that teachers need to be convinced about the educational value of a pedagogical resource before it is introduced in class. **However, when developing the pedagogical resources, both teachers and pupils should be considered direct users.**
- Research and expert advice has demonstrated that **upper primary (approximately 9-11 year olds) and lower secondary pupils (approximately 12-14 year olds) are the most suitable audiences for the pedagogical resources given the relative flexibility of the curriculum at these levels and the complexity of the topics of the euro and EMU.**

b) Development of pedagogical resources for teaching on the euro

- The Consultant recommends the development of resources centred on a new **DG ECFIN educational website**. This website would serve as a repository for **online interactive and downloadable resources to teach on the euro and EMU.**
- The development process for pedagogical resources on the euro and EMU should **principally focus on making them dynamic and interactive**. The integrated content should support these objectives. It is clear that teachers often prioritise pedagogical quality when choosing resources to use in class over other criteria, such as content.
- Involving **pedagogical experts and users (teachers and pupils) in the development process** of the resources will be critical in determining whether these will be adopted and used.

Establishing a **feedback mechanism** for the pedagogical resources would also ensure their continued improvement, greater input from users, and increased adoption through 'word-of-mouth' promotion.

c) **Dissemination of pedagogical resources for teaching of the euro**

- The Consultant recommends that DG ECFIN should coordinate with **existing European networks and programmes** to support the **dissemination of resources on the euro and EMU**. DG ECFIN could also coordinate with such groups the communication with relevant organisations at the national level.
- **Engagement with national ministries of education or relevant educational bodies in each Member State** will also be needed to support the validity of resources. Coordinating with these bodies may present further dissemination opportunities through official educational publications.
- The Consultant recommends that DG ECFIN establish a **stakeholder engagement process** to reach out to relevant organisations on a national level (such as subject teacher associations), inviting them to participate in mutually beneficial activities to promote **pedagogical resources on the euro and EMU**.
- The Consultant has outlined potential strategies for a targeted and efficient **dissemination process**. DG ECFIN can use the Consultant's **segmentation matrix** to streamline promotional activities towards priority countries where the resources are most likely to succeed.

2. Introduction

2.1. Background of the study and context

The creation of the euro, as part of EMU, is one of the biggest achievements of the European Union; symbolising European unity and ambition. However, Eurobarometer polling results have demonstrated that many EU citizens do not fully understand the euro and EMU and often hold negative opinions towards them. Therefore, DG ECFIN has concluded that enhanced education at the primary and secondary level on the euro and EMU would be an opportunity to achieve greater knowledge on these topics and challenge existing negative opinions.

DG ECFIN commissioned the Consultant to conduct this **Educational Study to provide recommendations** for the development of new products targeted at the educational sector.

The objectives of the study were twofold:

- Assessment of the **appropriateness and feasibility of the development of materials by DG ECFIN** (positioning)
- Advice on the **development and dissemination of educational resources on the euro and EMU**.

2.2. Objective of the study

DG ECFIN's objective for the study was to identify the means to provide information for schools that would allow the euro to be perceived in a more positive light.

2.3. Feasibility of developing pedagogical resources on the euro and EMU

The Consultant's research has demonstrated that **there would be support for the development of pedagogical resources on the euro and EMU if they met certain educational criteria**. Teachers, who have been identified as the main target groups of this study, would be more likely to use pedagogical resources on the euro and EMU if they were flexible, easy to follow and were relevant to existing subjects within the curriculum.

2.4. Issues/challenges/limitations faced during the evaluation

During the course of this study, the Consultant addressed the following challenges:

- a) **Drawing broad conclusions from educational trends from over 27 (national and sub-national) education systems**

Different political situations, histories, education systems, traditions and cultures exist at national and sub-national levels across the EU. However, the Consultant's **research identified common educational trends and criteria for the development of pedagogical resources on the euro**

and EMU. Teachers in general have the ability to introduce supplementary materials into their lessons and they are attracted by interesting resources that can contribute to or complement their teaching in an interesting way. Such resources must be easy to use and have the requisite accompanying material including learning activities, opportunities for knowledge testing and teachers' guidelines.

b) Establishing the relevant target groups of pupils for the resources

A broad range of age groups could learn about the euro and EMU through various themes and levels of detail. However, given budget limitations, it will be important for DG ECFIN to target a narrower age span. **The Consultant therefore recommends that upper primary (approximately 9-11 year olds) and lower secondary pupils (approximately 12-14 year olds) ought to be the primary target groups for resources on the euro and EMU.** This suggestion is based on the relative flexibility of the curricula and openness to cross-curricular topics and projects in this age span, as well as the finding that all European education systems address at this level common curriculum subjects.

c) Identifying resource content that could be used to meet national curricula objectives across the EU

Subjects and content are not always uniformly specified across EU Member States' national curricula. However, the Consultant has identified thematic areas that feature fairly consistently across the all countries and systems. European themes, relevant to euro and EMU topics, are generally included in one of the following subject areas: **Citizenship/Civics education, History, Geography, and Social studies.** Targeting cross-curricular learning activities also allows resources to be broadly applicable and can bring in other subject areas such as foreign languages and mathematics.

d) Identifying distribution channels for pedagogical resources on the euro and EMU

Given the plethora of dissemination channels available to teachers, the Consultant worked with independent experts, key interviewees and European Commission officials to identify a list of appropriate channels which DG ECFIN could use as part of its dissemination strategy for pedagogical tools on the euro and EMU. Using the right channels and partners to promote these resources will be crucial to the realisation of DG ECFIN's vision of pupils having a more favourable attitude towards the euro.

2.5. Use of the word 'resource' or 'resources'

The use of the words 'resource' or 'resources' is widespread in this report. They refer to one or more pedagogical materials and tools that can be used to teaching pupils at primary or secondary school. These resources include, but are not limited to, the following examples:

- Textbooks
- Worksheets & posters
- Activities & games
- PowerPoint presentations
- Internet and other ICT based tools

2.6. Ownership of euro education

Education is not a competence of the EU but rather remains the preserve of national and regional authorities in Member States. Therefore, any DG ECFIN initiatives to become active in this area will need to engage numerous stakeholders including 27 national and sub-national curricula, other European Commission DGs, and European educational networks

This study established enough evidence to conclude that DG ECFIN can play a role as a leader and co-ordinator of education on the euro and EMU . Its 'mandate' and capacity to produce resources in all EU languages gives DG ECFIN a unique positioning in this regard.

3. Methodology

3.1. Overview of research approach

The methodology for DG ECFIN's **Educational study**³ was designed to:

- Provide a more evidence-based background for the development of new pedagogical tools and resources on the euro and EMU; and
- Identify a suitable niche for their introduction in the education systems of EU Member States.

The study entailed **an identification of the suitable target groups and their needs** for such pedagogical resources, the **review of existing DG ECFIN publications** and the **analysis of the distribution processes of educational material**. The study was undertaken using the following types of research:

- Desk research;
- Analysis support of pedagogical experts; and
- Consultations (two online consultations, focus group meetings of teachers in six EU countries and 20 stakeholder interviews).

The study's findings **form the basis of this report's recommendations on the types of pedagogical resources DG ECFIN should start developing**. These findings also inform the **development and dissemination strategies for these tools and resources**.

3.2. Desk research

The Consultant undertook **two main exercises in desk research** to establish a current status of education on the euro and EMU across the 27 EU Member States. These exercises are outlined below:

3.2.1. Country profiles

A major activity of the desk research consisted of producing a **country profile for each of the 27 Member States**. This activity provided the Consultant with a better **understanding of the education realities across the EU**. This information formed the basis of the Consultant's **segmentation matrix**, which grouped Member States according to a number of criteria; primarily the similarity of their education systems. This research was undertaken through the resources mainly provided by the EURIDYCE database⁴ and the websites of the national ministries of Education.

For each of the country profiles, the Consultant:

³ Please refer to Annex 13: Methodology outline

⁴ This enabled the Consultant to reach a better understanding of how school curricula are shaped in the Member States and whether the Euro and EMU usually are covered by them.

- Analysed general information on the country's education system, currency, attitudes to the euro and EU;
- Identified the curriculum outline; and
- Provided references and conclusions.

Within each of the aforementioned categories, the Consultant researched the following information:

3.2.1.1. General information on the country's education system, currency, attitudes to the euro and EU

A. Education System

- Age structure
- Vocational Schools
- Institutions governing/drafting the curriculum and their roles
- Other educational agencies/authorities (e.g. school inspectors) and their roles
- Process for the development of core textbooks and manuals to satisfy curriculum objectives

B. Euro Context

- Status regarding the adoption of the euro
- Economic context/situation of the country
- Perception of the euro by the country's population
- Activities/participation in EU schemes

3.2.1.2. Curriculum outline (according to age groups)

- Compulsory subjects
- Degree of flexibility of teachers to choose the subject material (Optional subjects – Overview of degree of flexibility)
- What subjects/topics include explicit euro/EMU teaching requirements
- What are the primary tools for teaching
- ICT/Internet access in schools

3.2.1.3. References and Conclusions

- Cross over with other Member States' systems
- Initial Conclusions
- Sources

3.2.2. Best Practice analyses

The Consultant undertook a **review of over 60 pedagogical resources** to identify transferable features which could be integrated by DG ECFIN into the development of any new pedagogical resources on the euro and EMU. The Consultant identified the most suitable 10 pedagogical

resources and undertook best practices analyses for each of them. Interviews were held with the development teams of five of these 10 resources to obtain further information on how the tools were developed and disseminated.

3.3. Expert pedagogical support – Yves Beernaert⁵

The Consultant commissioned Yves Beernaert as an accompanying pedagogical expert to provide independent advice on a number of issues and to assure the relevance of the study's progress. Specifically, Mr Beernaert provided the following support:

- Quality control of the choice of research areas of the curriculum analyses;
- Advice on the relevance of the questionnaires for the online consultations and the 15 interviews with education professionals;
- Recruitment of coordinators for the country level focus group meetings of teachers;
- Expert review of the agenda and discussion points for the country level focus group meetings of teachers;
- Preliminary analysis of existing DG ECFIN resources – 'United in Diversity' and 'On the road to the euro';
- Review of the draft and final recommendations;
- Review of the draft and final methodology for the development of pedagogical resources;
- Support for the identification of potential recipients of tools and resources to be integrated in the dissemination strategy; and
- Review of the 'Expected Impact' logical framework.

3.4. Consultation

3.4.1. Online Consultation 1

The Consultant undertook an initial online consultation targeted at teachers across the 27 EU Member States to obtain information on:

- Teaching of the euro and EMU in different European countries;
- The context in which teachers currently teach the euro and EMU (if applicable);
- The time teachers have for teaching this topic;
- The subjects and themes that the euro and EMU could relate to;
- More general preferences for teaching materials such as teacher's favoured resource formats (leaflets, games, PowerPoint presentations etc); and
- Channels used to discover new teaching resources

⁵ Yves Beernaert, formerly a teacher and teacher trainer with over 25 years experience, is presently the executive director of EDUCONSULT – a consultancy based in Herent (Belgium), where he is working as an expert in the field of education and training in its European and international dimension. His experience as a consultant comprises expertise in writing studies and reports, in evaluations and trainings linked to the LLP programme of DG EAC. He works for Deloitte Belgium, GHK / Technopolis, Transtec, Eurashe (European Association of Institutions of Higher Education), the British Council, several ministries (France, England, Bulgaria, Flemish Community of Belgium), the DAAD (Deutsche Akademische Austauschdienst)- the King Baudouin Foundation and the Prince Phillip Fund (BE) and several universities across Europe. Yves is also the author of a number of books and articles in the field of teachers' mobility, lifelong learning and active citizenship.

This survey was distributed primarily via European Schoolnet⁶ to its various networks. This first online consultation allowed the project team to **identify the feasible educational niches for the euro and EMU introduction in the 27 Member States**. It also provided **rich information on the most popular teaching methods and tools** that should be considered by DG ECFIN⁷.

3.4.2. Country level meetings

Six country level meetings with teachers took place in September and October in the following countries: Estonia, France, Germany, Italy, Poland and the UK, involving between 14-23 teachers each⁸. These meetings were held to:

- Gather information on the most common teaching methods;
- Identify where teachers get their tools and resources from;
- Investigate the flexibility of the national primary and secondary curricula;
- Gather information on teachers preferred resources and teaching methods;
- Gather information on teachers experience teaching on the euro and EU-related topics;
- Gather teachers' opinions regarding the teaching of the euro and EMU;
- Obtain feedback of pupils interest in the euro and EU-related topics;
- Obtain feedback on existing DG ECFIN materials; and
- Suggest new types of pedagogical resources for DG ECFIN to develop.

The selection of countries was based on the different size of the countries; length of time in the EU; membership of the euro area; and varying levels of support for the euro (or in joining the euro) by these countries' citizens.

3.4.3. Expert interviews

Our accompanying pedagogical expert, Yves Beernaert, recommended the names of various education professionals for 15 interviews which aimed at providing direct insight on the educational sector⁹. The interviewees represented the following categories:

- **Key professionals in the field of education:** Ministry of education representatives, teacher trainers, school inspectors and pedagogical advisors;
- **Analysts in the field of education:** Specialists on educational trends, Comenius¹⁰ national representatives or actors with knowledge of programmes related to teaching about the EU at primary or secondary school level; and

⁶ European Schoolnet (EUN) is a network of 31 Ministries of Education in Europe and beyond. EUN was created more than 10 years ago with the aim to bring about innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers and researchers. Other networks included: the European Association of Teachers, the Association for teacher education in Europe, Euroclio (European Association of History Teachers), the European Schools Headmaster Association, European Association of Geographers.

⁷ Please refer to Annex 7a: First online consultation.

⁸ Please refer to Annex 3: Country level meetings for a detailed agenda and a list of attendees at each country meeting

⁹ Please refer to Annex 4: Expert interviews for a detailed list of the interviewed education professionals

¹⁰ The Comenius programme was established to provide opportunities for schools to strengthen the European dimension in their curriculum. The programme incorporates different activities such as cross-border Comenius partnerships between

- **Potential distribution channels for educational resources:** EC Representations, educational agencies, centres organising in-service training for teachers, pedagogical advisors and educational editors.

The interviews enabled the Consultant to gather information on the following areas:

- Curriculum development/approval/dissemination;
- Degree of flexibility of teachers to the use of new pedagogical tools;
- Good practice examples of educational resources and methods;
- Opinions regarding the appropriateness for non educational organisations to develop educational tools;
- Opinions on the introduction of euro and EMU teaching in primary and secondary schools;
- Strongest dissemination channels;
- Strongest communication channels;
- Examples of organisations, associations, networks or events which could support dissemination;
- Main guidelines for the development of educational tools and resources;
- General knowledge of the EU lifelong learning programme;
- Most suitable age groups, educational context and methodologies to introduce the euro and EMU topics in schools; and
- Distribution patterns and timing.

3.4.4. Online Consultation 2

This second online consultation provided the Consultant with the opportunity to verify the direction and accuracy of the final recommendations. **This consultation invited teachers to rank statements by preference based on assumptions from the Consultant's research** in order to validate broad direction of the final recommendations.

schools, regional school partnerships, eTwinning and teacher training schemes. (http://ec.europa.eu/education/lifelong-learning-programme/doc84_en.htm)

3.5. Use of Monitoring Committee of independent experts

3.5.1. Monitoring Committee 1

The first Monitoring Committee of independent experts met in the Consultant's office in Brussels on 14 October 2009. The experts provided the following input:

- Validation of the Consultant's approach to the research phase of the project;
- Advice on and validation of the Consultant's approach to the strategy phase of the project;
- Identification of the most suitable subjects in which to cover the topics of the euro and EMU;
- Advice on the most suitable methods and formats in which to cover the topics of the euro and EMU;
- Verification of suitable target groups to use the pedagogical resources;
- Advice on appropriate age groups of pupils to target;
- Analysis and review of the Consultant's segmentation approach;
- Identification of the main principles for the development of pedagogical tools and resources; and
- Identification of major partners and distribution channels to support the promotion and dissemination of DG ECFIN tools.

3.5.2. Monitoring Committee 2

The second Monitoring Committee of independent experts assessed the draft recommendations, as well as the identified risks and dissemination channels. The Consultant incorporated the experts' advice into the final recommendations.

4. Findings

4.1. Teaching on the euro and EMU

a) Teachers need resources that support them to meet the curriculum objectives

Teachers would be more likely to use resources if they were relevant to the curriculum. Resources need to be interesting, interactive, engaging and accessible for pupils. All resources need to have clear teachers' guidelines and instructions to ensure that they are being followed correctly.

b) Teachers experience considerable time constraints in meeting their curriculum objectives and introducing new ideas is often difficult

Due to the demands of the curriculum, many teachers feel they do not have the time to introduce new topics or learning material that reach beyond the curriculum. For many teachers, although the EU or 'learning about the world' feature in the curriculum, the euro is only one small aspect of these topics. Resources that focus too narrowly on the euro may therefore not be perceived as useful. However, **the majority of respondents to the online consultation estimated that 2-5 hours per year was a suitable amount of time to teach on the euro and EMU.**

c) The euro and EMU rarely feature in compulsory national curricula of EU Member States

Neither the euro nor EMU is explicitly taught in the vast majority of the 27 EU Member States¹¹. However, in general, **teachers believed that both topics could be easily taught as part of other EU-related themes within existing subjects**¹². For example, this could include asking students to identify other EU Member States and their currencies in Geography classes or when their countries joined the European Union in History classes.

d) Teachers are willing to teach about euro and EMU – if they have proper resources and training guidelines

The first online consultation involving 1055 respondents (of which 77% were teachers) demonstrated a high level of willingness to receive training in order to support teach about the euro and EMU¹³. No less than 90% of teachers at primary and secondary level recognised the value of teaching the euro in the context of allowing pupils to learn more about different countries¹⁴.

¹¹ Please refer to Annex 2: Country profiles. Also, the first online consultation found that although 82% of teachers at primary and secondary level thought that there was no more than 10 hours available per year to teach on the euro and EMU

¹² The country level meetings in France, Estonia, Poland and Germany all identified the euro as something which would indirectly be covered as part of other larger topic area or subjects. Teachers of Civics, Geography, History, foreign languages and business subjects appear to be most interested in covering the topics of the euro and EMU.

¹³ 90% of teachers would be more willing to address these topics if they had better access to quality pedagogical material. Please refer to Annex 7a: First online consultation

¹⁴ Please refer to Annex 7a: First online consultation

e) The euro and EMU can be difficult topics to teach

At a number of country level focus group meetings, teachers said that the topics of the euro and EMU can be difficult to teach. One reason for this is the negative opinion of parents and teachers on the subject. Often pupils adopt their parents' negative views on the euro. This is particularly the case at lower secondary level. In the UK, for instance, teachers reported that the widespread negative perception of the euro by the general public, heightened by a hostile press, has led to numerous myths taking hold in secondary level pupils' opinions. Teachers can also have negative views which may influence how they cover the topics of the euro and EMU.

f) In general, teachers believe that children have positive views about Europe and European themes when presented in certain contexts

According to teachers, pupils often associate an interest in travelling, in different European sports personalities and in competitions with a positive view of Europe and, indirectly, the EU. Teachers suggested that pupils could be interested in the euro through the comparison of prices in different euro area countries and by noting the different national sides of the euro coins.

g) Teachers in the 'new' EU Member States outside the euro area appear more enthusiastic about teaching on the euro and EMU¹⁵

As most non euro area EU Member States plan to join the euro eventually, it is not surprising that, at the country level focus group meetings, teachers in Estonia and Poland were more enthusiastic about teaching on this subject than their euro area colleagues in France, Germany and Italy, or in the UK, which currently has an 'opt-out' on the single currency¹⁶.

h) Teachers' experience with receiving EU information and resources has been mixed and disjointed

Teachers have complained that they have not received pedagogical tools produced by the European Commission on a consistent basis. Any tools or information produced by the EC appear to focus on particular events rather than supporting continuous teaching about EU related topics¹⁷.

i) Similarities amongst Member States' national curricula allow for a more unified approach to the production of tools than might have been thought

Subjects such as Citizenship, History and Geography appear almost unanimously across EU curricula for the relevant age groups. Where Citizenship is not taught to lower age groups, subjects such as Social Studies are often present, which deals with similar themes.

¹⁵ The second Monitoring Committee noted that also schools from EU candidate countries are often enthusiastic about being involved in EU related programmes.

¹⁶ Estonia has a national target date for the adoption of the euro of 1 January 2011. Poland's is 1 January 2012.

¹⁷ In France, teachers reported that there was a lot of information about the conversion to the euro in 2001/2002 but that there was no information on it since then. In Poland, teachers said that there was a lot of EU related information during the pre-accession period in 2003 / 2004 but that this had subsided since then.

j) Similarities amongst Member States' education systems likewise allow for a more unified approach to the introduction of tools in the classroom

Important similarities include the general flexibility that teachers are allowed in terms of choosing their own methods for teaching and their ability to introduce supplementary teaching materials into classes. There is also a trend across many European countries towards devolving a higher level of control over teaching methods and content to teachers (as opposed to the educational authorities). Other important developments include improving ICT access and the introduction of interactive whiteboards (IAWs) in some Member States in particular.

4.2. Segmentation of EU Member States

4.2.1. Undertaking the segmentation of EU Member States

Prior to the first meeting of the Monitoring Committee of independent experts on 14 October, the Consultants had drafted a segmentation matrix, grouping countries by the **level of centralisation of their education systems**, the **flexibility of their curricula to adaptation and modification**, the **flexibility to introduce new material into their curricula**, and their education system's **perceived level of openness to material on the EU**. The experts' review of the draft segmentation matrix led to **several changes** applied to the country grouping, which included:

- Re-assessing the group allocation for several countries after **disregarding the euro/non-euro segregation** (please see below for details); and
- Creating a **new group** for countries with both centralised education systems and high openness to EU topics.

The experts concluded that the following group classification was most appropriate:

Group	Characteristics	Countries
Group 1	<ul style="list-style-type: none"> Centralised Low curriculum flexibility Low flexibility of material introduction Low level of openness to EU material 	France, Ireland, Czech Republic
Group 2	<ul style="list-style-type: none"> Centralised High curriculum flexibility High flexibility of material introduction Medium level of openness to EU material 	Netherlands, Spain, Slovakia, Slovenia, Malta, Portugal, UK ¹⁸ .
Group 3	<ul style="list-style-type: none"> Decentralised High curriculum flexibility High flexibility of material introduction High level of openness to EU material 	Greece, Finland, Sweden and Denmark
Group 4	<ul style="list-style-type: none"> Centralised Low curriculum flexibility Low flexibility of material introduction Medium level of openness to EU material 	Germany, Cyprus, Luxembourg, Italy ¹⁹ , Austria ²⁰ , Belgium,
Group 5	<ul style="list-style-type: none"> Centralised Low curriculum flexibility Medium flexibility of material introduction High level of openness to EU material 	Romania, Bulgaria, Latvia, Hungary, Poland, Estonia, Lithuania ²¹

The move away from the euro/non-euro segregation was made on the basis of the following observations:

- **The experts identified the level of centralisation of a country's education system as being the most important criterion for the development of the segmentation matrix.**
- The Consultant's draft segmentation made a distinction between non-euro area and euro area countries. However, **important similarities can be observed** in school systems of several countries that would be divided by such categorisation, particularly, Finland, Denmark and Sweden. The experts thus recommended abolishing this criterion.
- **Many of the objectives relating to teaching on the euro and EMU were similar in both countries in the euro area and countries outside it.** For example, comparable strategies may be suitable for euro area countries with a negative public perception of the single currency and countries that are reluctant to adopt the euro in the first place.
- **The issues that surround euro/EMU topics are relevant to all Member States.** For example, arguments such as low inflation versus high inflation are important whether a

¹⁸ The experts advised that the UK is demonstrating increasing engagement in EU topics. However, it is important to take into account that materials seen to be promoting the euro may not be well received. Schools select their own range of textbooks and teachers choose from the school range.

¹⁹ Italy was moved from group 1 as although the system is very centralised, teachers tend to participate actively in EU education-themed programmes (suggesting a higher degree of informal flexibility)

²⁰ During the first Monitoring Committee, the experts advised that Austrian schools demonstrate increasing engagement in EU projects.

²¹ For instance, the experts said that Lithuanian schools engage substantially in EU projects.

Member State has adopted the currency or not²². Even those Member States outside the euro area, whose currency is not pegged to the euro, will be affected by the ECB's monetary policies and how this impacts on the national currency. Member States could also compare national and European monetary policies.

- In practical terms, the **content of new tools and resources *does not* need to differ for euro and non-euro countries, given that it is applicable to all EU countries**. What will be most important is **content on the euro that is eye-catching for teachers** and relevant to general curricular themes such as the EU which features widely in Member State curricula (whether the euro has been adopted or not), whereas the euro itself is rarely specifically referred to.

4.2.2. Using the segmentation of EU Member States

Providing **flexible resources on the euro and EMU will enable teachers to cover the topic the best they can given the constraints of national curriculum guidelines**. The research has shown that it will not be necessary to customise tools according to different Member State environments and that the budget would be better applied to creating high quality and flexible resources.

However, the segmentation matrix is a key element considered for the **dissemination strategy**. The Consultant has observed that the groups can be prioritised in terms of their relevance regarding the introduction of new resources and the likelihood of successful resource adoption.

High Priority:

- **Group 5:** These EU Member States, which joined the EU in 2004 and 2007, have demonstrated considerable interest in receiving new pedagogical resources on the euro and EMU. This has been expressed through the country level meetings with Estonia and Poland; the high level of responses to the online consultations from Bulgaria, Romania and Lithuania and; advice from experts that these countries regularly engage with European pedagogical projects.
- **Group 3:** This group of countries have a high level of openness to engaging in EU projects, and furthermore, teachers demonstrate an interest in introducing activities that are innovative in terms of teaching methods and technology.

Medium Priority

- **Group 2:** This group demonstrates fairly high levels of flexibility for introducing material and medium openness to EU projects.
- **Group 4:** These countries show medium openness to EU materials, but have low flexibility in terms of the curriculum and the introduction of new learning materials. It is noteworthy

²² Non-euro countries in the EU such as Denmark, Estonia, Lithuania, Latvia and Bulgaria are all 'pegged' to the euro; therefore impacted by ECB monetary policy (exchange rates, inflation etc).

that countries such as Belgium, Luxembourg and Cyprus already demonstrate a fairly strong level of focus on EU issues within the curriculum²³ and may already have sufficient resources to deal with the issues that are covered by the curriculum.

Low Priority

- **Group 1:** This group of countries is defined as a low priority due to the low degree of flexibility in the curriculum, and the low level of openness to EU material. In general, teachers in these countries have very limited ability to move away from official learning materials and have limited motivation to engage in EU projects. It is noteworthy that Ireland already demonstrates high levels of satisfaction with the euro according to euro-barometer results. France and the Czech Republic demonstrate less positive attitudes towards the euro, but research suggests that it will very difficult to address this issue within the scope of this project.

It is important to emphasise that this country level prioritisation should not have any impact on the development of the resource, which should remain available to teachers in all priority groups, DG ECFIN may decide to dedicate fewer financial resources to promotional schemes (such as promotional campaigns) in lower priority groups.

²³ Please refer to Annex 2: Country profiles

4.3. Content, format and layout

Teachers expressed numerous ideas on the most suitable types of content, format and layout for pedagogical resources. This section provides an outline of the most favoured types:

4.3.1. Content

The euro and EMU could be brought into teaching in a variety of subjects or cross-curricular areas. **Creating flexible content that can be used by teachers in different contexts will therefore maximise the use of any new pedagogical resources on the euro and EMU.** The Consultant has identified subjects in each of the 27 EU Member States where the euro and the EMU would be most relevant.

For **upper primary and lower secondary school level**, the **content of pedagogical tools** on the euro and EMU should be developed on the principle of **cross-curricular** themes. This is particularly important for primary school teaching where subject boundaries are blurred and teachers introduce materials that relate to a diverse range of learning outcomes.

The content for both age groups should bring together themes that relate to **Citizenship/Civic Education, Social studies, Geography and History**, and to a lesser extent **Maths and foreign languages**²⁴. By labelling the tools as relevant to a broad range of subjects, the resources will appeal to a wide range of teachers and will allow them to link the resources to different areas of the curriculum.²⁵

Within these subject areas, the Consultant has identified themes which emerge in Member States' national curricula within which the euro and EMU could be covered. These include:

- The EU or Europe in general;
- Learning about the world around you (especially at primary school level);
- Political values such as democracy, equality and freedom; and
- Globalisation.

Besides being **relevant to the curriculum**, the research revealed that the **general skills/competencies** that pupils acquire by using pedagogical tools are often as important as the knowledge outcomes. The EU Life Long Learning programme²⁶ also makes reference to themes that are applied across the competency framework. Important aspects identified by the Consultant that should shape the development of content on the euro include:

- **Critical thinking** – political messages should be balanced and encourage analysis and debate²⁷.

²⁴ Further information on contents of subjects is contained in section 6.3.9 below

²⁵ At upper secondary school, Business Studies and Economics would be very suitable. However, given that these subjects are primarily taken by pupils in the 16 to 18 year old age group, which falls outside of the most appropriate groups of upper primary and lower secondary, they were not seen as relevant for purposes of this study.

²⁶ The EU Life Long Learning programme integrates the various educational and training initiatives of the European Commission under a single umbrella. With a budget of nearly €7 billion for 2007 to 2013, this programme replaced previous education, vocational training and e-Learning programmes, which ended in 2006.

²⁷ At the Country level meetings, teachers identified the **need for debate points to be included** in any new tools and resources on the euro and EMU to ensure that pupils could fully investigate the subjects.

- **Creativity** – resources should task pupils with a creative activity²⁸.
- **Initiative** – tasks that require pupils to work more independently, using their own ideas and initiative are becoming more important across European schools²⁹. This also relates to the competency 'learning to learn'.
- **Problem solving** – resources that require pupils to work their way through a problem will be appealing to many teachers, especially those who want to stretch pupils with higher learning capabilities. Problem solving processes are higher-order cognitive functions.

4.3.2. Format

Research demonstrated that the following formats were the most suitable pedagogical tools: **Booklets, leaflets, brochures, posters, games/activities³⁰, PowerPoint presentations, lesson plans, videos and films, informative online portals, ICT tools and educational packs³¹**. The first online consultation also established that:

- The most popular tools for **secondary schools teachers** are **PowerPoint presentations**, followed by **downloadable learning materials and packs, DVDs and CD-ROMs**.
- **Teaching packs and PowerPoint presentations are most popular with primary school teachers** whereas **DVDs/CD-ROMs and internet materials are less popular**.
- **Games and activities** are the most popular tools for both sets of respondents.

The most important **characteristic of tools**, as evidenced by the first online consultation³² and the country level focus group meetings of teachers, is to combine learning information with some form of **interactivity** for pupils. This could be through games, quizzes, work sheets, creative projects, or class activities.

ICT materials

- Almost 100% of European schools now have access to computers and Internet³³.
- However, countries **vary significantly** in the access per pupil and in the extent to which ICT is integrated into everyday teaching. In some countries, ICT is integrated into every day classroom teaching³⁴ and the use of **interactive**

²⁸ 'Combine theory with practical creative activities and tests was the most commonly supported characteristic of tools by respondents to the first online consultation. See Annex 7a: First online consultation.

²⁹ A '**child centred**', or '**exploratory approach**' is clearly prioritised within certain countries including: Austria, Belgium, Estonia, Finland, Lithuania, and Sweden. Many other European countries are also adopting this rhetoric.

³⁰ During the first Monitoring Committee, the independent experts advised that leaflets, brochures and posters should be developed more as pedagogical material rather than promotional/marketing tools which are not appropriate for pupils.

³¹ For example 'Europe and me'

³² See footnote 28. Furthermore, the most important competences for respondents of the online consultations were 'Interpersonal, intercultural, social and civic competencies, indicating that tools that promote interactivity between pupils will be popular.

³³ 'Benchmarking Access and Use of ICT in European Schools 2006' *Final Report from Head Teacher and Classroom Teacher Surveys in 27 European Countries*

³⁴ Countries with a high penetration of ICT in the teaching of most subjects, include: United Kingdom, Sweden, Finland, the Netherlands and Denmark

whiteboards has become common teaching practice³⁵. In other countries, access is far lower and/or teachers demonstrate less readiness to integrate ICT into their teaching.

- Nevertheless, studies indicate that **teachers still strongly rely on the Internet** to source teaching materials even if they do not use computers in the classroom³⁶.
- In many EU countries, schemes are being put in place to promote **training of teachers** in technologies and to encourage further use of such materials in schools.

Other materials

- However, other findings also suggest that physical tools such as booklets that are interactive and original, can effectively attract teachers' attention and work very well as an 'ice-breaker' in introducing topics to pupils³⁷. They also provide a means for promotion. **The most effective format may therefore be to combine online ICT tools with a hard format feature that is functional and eye-catching**³⁸.

A clear distinction between the format of pedagogical resources and that of marketing material needs to be made by DG ECFIN. Teachers and the Monitoring Committee of independent experts expressed the view that organisations often produce what is marketing material when intending to produce pedagogical tools³⁹.

³⁵ Please refer to Annex 7b: Second online consultation.

³⁶ 80% of teachers use PCs to obtain resources to prepare classes regardless of whether they use tools in the classroom: IMPACT Study (http://www.xplora.org/ww/en/pub/insight/misc/specialreports/impact_study.htm)

³⁷ For example, the best practice case studies on the Europa diary and the 'Passport to the EU' emphasised their popularity with teachers on account of their interactive features and the fact that pupils have something to keep.

³⁸ This solution was proposed by interviewee Laurence Perrot (see Annex 4: Interview with Laurence Perrot from CNDP Centre National de Documentation Pédagogique, France) and mentioned at the Italian country level meeting (Please refer to Annex 3: Country level meetings)

³⁹ Pedagogical tools need to have clear pedagogical objectives; clear learning outcomes for pupils; involve knowledge checking and be impartial. Marketing material is subjective and often does not contain interactive or knowledge checking features which support learning. For example, leaflets which simply give information about a particular organisation have little pedagogical value. For instance, many posters are simply marketing materials with no pedagogical value.

4.4. Distribution channels and dissemination strategies (from best practice examples)

This section provides **examples of effective dissemination** channels which the Consultant identified from the best practice analyses and interviews. Each of these examples is different from the other, which demonstrates that there are several ways of promoting pedagogical tools and resources.

Example 1: Online teaching resources - 'Europe and Me'

'Europe and me' is a teaching pack developed by the **Network of European Foundations (NEF)** that is designed to provide a modern and interactive solution to teaching Civics and European Citizenship in secondary schools. The toolkit uses PowerPoint presentations that are supported by teacher guidelines and background information. All resources are available to download.

The **approach of the foundation to promote and disseminate the tool relies heavily on NEF's key partner, European Schoolnet** (a network of 31 Ministries of Education in Europe), which has been contracted to promote the resource. This will be done through its **newsletter** and by **working with EUN national partners** who will manage the promotion and dissemination in their respective countries. The strategy also **focuses on four key countries** (Spain, Sweden, Poland and Germany) which represent a range of education systems at the national level. This will allow NEF to learn from the dissemination within these markets and potentially build a strategy for branching out to other countries. Finally, the member organisations of NEF will also support the promotion of the tool within their respective countries.

Example 2: 'Blanket' dissemination approach - 'Passport to the European Union'

The **'Passport to the European Union'**⁴⁰ is a **small booklet** published by European Commission Representation in the United Kingdom⁴¹ and disseminated via its website. **It is based on the Sirius passport developed by DG ECFIN for the euro changeover.** The target audience was UK teachers and children group leaders (such as scout and youth group leaders). A maximum of 100 copies can be ordered⁴². It was **promoted at teacher seminars and at educational trade fairs and festivals**, including the **Education Show** where the UK EC Representation had an advertisement in the show guide. It was also featured in the **newsletter of schools of the Department of Children, Schools and Families and the British Council magazine.** The UK EC Representation estimates that **500,000 copies have been disseminated** to UK school pupils.

The strategy employed demonstrates that **EC Representations are capable of successfully marketing products at the national level and that they have inside knowledge on the appropriate promotional channels.** The UK representation also estimated that **'word of mouth' promotion by teachers** played an important aspect in the dissemination of the tool, and the originality of the product itself was a significant contributor to its success.

⁴⁰ Please refer Annex 5a: Best Practice case studies

⁴¹ http://ec.europa.eu/unitedkingdom/index_en.htm

⁴² http://ec.europa.eu/unitedkingdom/information/publications/passport/passport_en.htm

Example 3: European network based approach - 'Europa Diary'

The *Europa Diary*⁴³ is a diary agenda for secondary school pupils developed in 1994 by Generation Europe⁴⁴, which includes **information on European and EU topics**. Over 3.2 million copies of the *Europa Diary* were disseminated in the year 2008/2009. The resource is **disseminated to schools upon request** through Generation Europe's website, which specifies the most appropriate age group and curricula subject target for each country. Some copies are distributed through **educational fairs and information points such as Europe Direct**, but Generation Europe does **not send out a quantity of copies** to these information points for dissemination. They prefer each copy to be ordered and used by teachers.

The use of a **dedicated national partner** is an essential factor in the success of the Diary's distribution strategy. The partner ensures that the quality of the Diary is relevant to the national curriculum and respects cultural sensitivities. This partner has a vested interest in promoting the Diary's success. Generation Europe also communicates directly to teachers by requesting feedback with each diary, and sending reminders to inform teachers of when their diaries will arrive. These exchanges provide a level of interaction which teachers appreciate. Finally, **Generation Europe estimates that 'word of mouth' promotion plays an important role as teachers recommend the product to colleagues.**

Example 4: European Commission led dissemination - You control climate change

You control climate change is a booklet and website⁴⁵ developed by DG Environment dedicated to encouraging climate change-related activities. It is targeted at pupils between the ages of **12-16** and is available on the Europa *Teacher's Corner*⁴⁶, DG Environment and EU bookshop websites. The tool achieved a high level of dissemination, with all printed booklets (over 15,000) being used and a high level of 'climate pledges' being received.

DG Environment made use of the *Europa Diary* (mentioned above) as the central pillar of their promotional campaign. *You control climate change* content was included in the Diary and a letter from the Environment Commissioner was also included in the *Europa Diary* package, which addressed the readers and encouraged them to engage with the campaign.. In addition, DG Environment had access to a **network of national environmental agencies**, which promoted the resources to schools in their respective countries.

Crucially, the product was launched through a **campaign**, which combined different promotional methods including mailings, a television film clip and competitions. This strategy **helped the DG build momentum behind the goal of engaging pupils and teachers to make a pledge to tackle climate change.**

Example 5: Small budget - 'Catlin Arctic Survey'⁴⁷

The educational resources of the **Catlin Arctic Survey** were developed in parallel with an exploratory research mission to the Arctic. The resource includes a range of **downloadable tools**

⁴³ <http://www.generation-europe.org/index.asp>

⁴⁴ Generation Europe is a foundation dedicated to informing young people on citizenship and decision making and encouraging them to participate in related activities. Please refer to <http://www.generation-europe.eu.com/>

⁴⁵ <http://ec.europa.eu/environment/climat/campaign/index.htm>

⁴⁶ http://europa.eu/teachers-corner/index_en.htm

⁴⁷ <http://www.catlinarcticsurvey.com/>

for different age groups and subjects. Their objective is to allow pupils to follow the progress of the research team and **directly interact with data that is provided by the research.**

The tool is available free of charge online on the **Catlin Arctic Survey website**. Teachers can also order the resources in hard format online, and an initial mailing promoted the tool to the heads of the geography department of most secondary schools in the UK.

The overall approach to promotion was to work towards the creation of an 'Arctic Survey education' brand that was recognised within educational networks and networks concerned with climate change. Teachers would then become aware of the resource through these networks and thus, fewer promotional activities (such as mailings) would need to be sent to them directly. The cooperation of partner organisations⁴⁸ has therefore been very important and the development team have capitalised on every opportunity to reach out to potential partners (through events, press releases, and contacting organisations directly). Partner organisations have then marketed the resource through newsletters and provided a venue for speakers at events. Some have also contributed to content.

The *Arctic Survey education* resource has therefore achieved recognition largely through the dedicated efforts of the team to build a network of stakeholders, and the originality of the product which has captured attention. The success of the resource demonstrates that proactive management can compensate for a smaller budget.

4.5. Review of selected DG ECFIN material (*United in Diversity* and *On the road to the Euro*)

During the focus groups, teachers provided feedback on both the 'United in Diversity' and 'On the road to the Euro' publications. The aforementioned pedagogical expert Yves Beernaert was also contracted to evaluate the tools. Overall *United in Diversity* was considered a more useful pedagogical tool than the *On the road to the Euro* document.

4.5.1. United in Diversity



⁴⁸ Main partners include: Business & Community, the Royal Geographical Society, University of Cambridge, and WWF

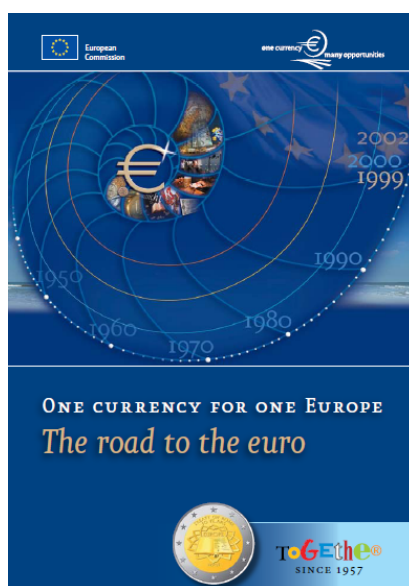
Overall, the *United in Diversity* booklet and accompanying posters were viewed to be suitable pedagogical tools for pupils (ages 6-14). The main strength of these publications is their **visual impact** which is **original and fun for pupils**. Many teachers were familiar with the booklet, but demonstrated different approaches for how they had used the resource during their classes. The most significant criticism is that the **resources lack further information for teachers on the content, and guidelines for how to use the resources to initiate activities within the classroom**. Thus teachers are often limited in their use of the materials.

Feedback on 'United in Diversity'	
Positive	Suggested improvements
<ul style="list-style-type: none"> • Colourful and visually appealing • Posters are appreciated by teachers as a way to brighten their classrooms • Useful for a range of ages • Suitable identification of national symbols • Suitable for use in Civics, Geography, History and foreign language classes • Suitable for cross-curricular classes • The tool can serve as an attractive introduction to the EU, encouraging pupils to consider what makes Europe united • Can be used to discuss cultural differences and values which often feature in the curriculum. (This is particularly useful in classes that contain pupils from multiple backgrounds) • Graphics support EU founding values such as peace and working by consensus • Possible to envisage diverse activities and project work to explore historical figures and other symbols 	<ul style="list-style-type: none"> • Provide guidelines for teachers on what the symbols represent • Provide guidelines on how the booklet can be used for activities or games. For example, pupils could be challenged to search the booklet for particular symbols. Blank spaces could also be included within the booklet for pupils to fill in⁴⁹ • Would benefit from being compatible with Information and communication technologies (ICT). Numerous teachers suggested using an Interactive Whiteboard format⁵⁰ to transfer the resource into a 'drag and drop' or 'clickable' feature • Reduce the quantity of information as the layout can be overwhelming for pupils • Inclusion of more concrete EU information could make the tool more relevant to older pupils that begin to focus on the EU (although this may make it less relevant for younger pupils) • Increase the focus on the united aspects of Europe • Reduce stereotypes by using fewer symbols that are more carefully chosen • Add in activities and questions • Make compatible with 'Learning object metadata' technology

⁴⁹ Please refer to Annex 3: Country level meetings (Suggested during the Italian country level meeting.)

⁵⁰ This was suggested in the UK, French, Italian, German country level meetings.

4.5.2. On the road to the euro



The *On the road to the euro* booklet and poster received **mixed feedback from teachers**. Some teachers perceived it as **relevant for older students learning about economics** and law and commented that the leaflet could provide a useful introduction. However, the majority of teachers perceived the leaflet as **unsuitable for use in classrooms**. These teachers noted that too much information is included and the content and language is simply not relevant for the any age groups they teach at either primary or secondary level. **The lack of accompanying material, such as questions and activity sheets, also means that it would be very difficult for teachers to determine how to use the materials**. The poster was also not viewed to be useful for the classroom. Although the 'swirl' design was appreciated, there is too much information in too small a text font.

<i>Feedback on On the road to the euro</i>	
Positive	Suggested improvements
<ul style="list-style-type: none"> • Well-designed reference document which fully outlines the history of the creation of the euro and EMU • Could be used as material to support teaching of Economics or EU politics in upper secondary school • Provides a useful introduction to teachers 	<ul style="list-style-type: none"> • Needs accompanying material to enable teachers to initiate activities. A teachers guide and lesson plan would be useful • Needs to include less information (in both the poster and booklet) • Needs clear learning objectives • Needs to provide more critical analysis of the euro, ECB and EMU policies for a more balanced position • Should include more 'personable' information such as viewpoints of figures and citizens

5. Strategic Framework

The strategic framework outlines the **principles for the development of pedagogical tools based on an overall project vision**, and an outline for the step by step process **for the development of resources** that will support this final vision.

The strategic framework also outlines the process following the development stage, of promoting the resources to relevant networks and engaging stakeholders in a process of dissemination.

5.1. Principles of the Consultant's approach to the development of content

- The resources should be **flexible**, providing a range of content and formats that allow teachers to use different sections or features according to their needs.
- The resources should be **developed through a consultative process that involves teachers, pupils, pedagogical experts and editorial specialists**.
- DG ECFIN should **explore synergies with other DGs** that can introduce the resources into current activities and projects involving teachers and pupils, including **eTwinning, Comenius, Spring Day for Europe, and teacher training seminars under the EU's Lifelong Learning programme**.
- DG ECFIN should coordinate with **non-government European level networks and associations** that have a direct link with school education and that can promote the resources.
- DG ECFIN should engage relevant **stakeholders to attract national organisations such as teacher networks, educational textbook publishers, government agencies and media professionals in order to share promotional activities**.

5.2. Language approach

The resource should be developed in all of the official languages of the European Union, with the possible exception of Irish and Maltese⁵¹. National guidelines generally dictate that for pupils between the ages of 9-14, pedagogical materials should be available in the mother tongue. Multi-lingual publication is common European Commission practice and teachers have identified the Commission as being unique in providing this service⁵². It will, therefore, be important for DG ECFIN to exploit this advantage by developing multi-lingual resources.

⁵¹ At the second Monitoring Committee, the experts suggested that Irish and Maltese could – if politically feasible – be excluded from translation as resources in English would be suitable for pupils in Ireland and Malta.

⁵² It was noted in the first Monitoring Committee that teachers often look to the European Commission for educational tools due to its unique ability to provide resources in all European languages.

5.3. Resource Development

5.3.1. Establish pedagogical aims of the resource(s) based on DG ECFIN's vision

The Consultant has established an objective tree⁵³, which outlines a vision for DG ECFIN's engagement in euro and EMU education and the measurable steps that can be taken and evaluated to reach this vision. The overall vision is determined as:

'Pupils develop a more favourable attitude towards the euro'⁵⁴

For the process of the development of resources, the **pedagogical aims** of the resources must be **clear, balanced** and, most importantly, **neutral**. Only by producing resources beyond pedagogical reproach can DG ECFIN contribute both to enhanced education on the euro and EMU and achieve its vision. The **pedagogical aims** have been outlined as the following:

- Pupils are knowledgeable about the euro and the EMU;
- Pupils view and recognise the euro as a symbol of European integration; and
- Pupils develop a better understanding of the EU in general.

These are also defined in the objective tree as the **project mission for the resource development and dissemination phases**. They relate the mission to the overall vision by assuming that better knowledge and understanding of the euro, EMU and the EU will allow pupils to develop more favourable attitudes towards these issues.

The above pedagogical aims can then be further broken down into **learning outcomes which can be clearly outlined to teachers**. The learning outcomes will then match the mid and immediate term communication objectives as outlined in the objective tree⁵⁵.

5.3.2. Establish clear learning outcomes for euro and EMU education

Learning outcomes are essential for directing the content development towards the overall pedagogical aims, and enabling teachers to identify the outcomes associated with using the pedagogical resource.

The first Monitoring Committee identified **the importance of establishing clear learning outcomes as part of the development process of pedagogical tools and resources**.

The Monitoring Committee and the Consultant's accompanying expert, Yves Beernaert, supported the Consultant's established approach of **breaking down the first principles of the pedagogical aims into related sub-topics⁵⁶**, in order to establish how these aims can relate to school subject disciplines. For example, the resources could be made relevant to Geography teaching by establishing **specific activities relating to euro area and non-euro area**

⁵³ Please refer to Annex 11: Objective Tree

⁵⁴ The vision takes into account the original DG ECFIN objectives, and is supported by the consultant's research as a feasible and relevant overall vision for the project

⁵⁵ Please refer to Annex 11: Objective Tree

⁵⁶ Please refer Annex 8a: First Monitoring Committee

countries. Similarly, the key milestones of the euro and EMU would be relevant for History or Citizenship/Civics Education.

The identified learning outcomes should explicitly refer to the aforementioned subjects and incorporate the following guidelines for the relevant pupil target groups:

According to the accompanying expert, Yves Beernaert, the learning outcomes should conform to the Taxonomy of Bloom⁵⁷, which is a classification system commonly used in EU educational systems to set learning outcomes and evaluate the progress of pupils. The system is made up of six levels which define different levels of learning acquired by the pupils. The scale ranges from '**Knowledge**' outcomes where pupils are able to recall data or information, to '**Evaluation**', where pupils are able to make judgements about the value of ideas or materials.

In particular, the development process should aim to incorporate the learning outcomes linked to the evaluation⁵⁸ level of the Taxonomy of Bloom. For example, these outcomes should lead the pupil to appraise, argue, assess, choose, compare, defend, estimate and judge a particular topic.

5.3.2.1. Upper primary learning outcomes for euro and EMU education

- The pupils should be able to define the euro as a product of European cooperation (within the subjects of Citizenship/Civics Education and Social studies);
- The pupils should be able to identify the 'euro' as a replacement for the national currency it subsumed (within the subjects of History and Citizenship);
- The pupils should recognise that euro coins display a national design and will be able to explore the national sides of coins of other European countries, understanding the symbols that these represent (within the subjects of Geography, History, Social studies and foreign languages);
- The pupils should be able to have discussions on the dynamics of travelling in Europe and using the euro (within the subjects of Geography, Citizenship, Maths and foreign languages); and

⁵⁷ The Taxonomy of Bloom is a classification system that applies to the learning process. It identifies three domains of learning (**cognitive, affective and psycho-motor**), each of which is organised as a series of levels or pre-requisites. It is suggested that one cannot effectively address higher levels until those below them have been covered. It also provides a basic sequential model for dealing with topics in the curriculum, and suggests a way of categorising levels of learning, in terms of the expected ceiling for a given programme. There are **six levels** of the Taxonomy of Bloom: **1. Knowledge:** arrange, define, duplicate, label, list, memorise, name, order, recognise, relate, recall, repeat. **2. Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognise report, restate, review, select, and translate. **3. Application:** apply, choose, demonstrate, dramatise, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write. **4. Analysis:** analyse, appraise, calculate, categorise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, and test. **5. Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organise, plan, prepare, propose, set up, and write. **6. Evaluation:** appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate. <http://www.ukcle.ac.uk/resources/reflection/table.html>

⁵⁸ It was also advised during the second Monitoring Committee that the tools should aim to develop higher level capabilities such as problem solving and analysis. See Annex 8b: Second Monitoring Committee

- The pupils should distinguish and compare cultural, historical and geographical features of European countries.

5.3.2.2. Lower secondary learning outcomes for euro and EMU education

- The pupils should be able to interpret the concept of the euro within the wider process of EU integration (within the subjects of Citizenship/Civics Education and Social studies);
- The pupils should be able to indicate the concept of the 'euro' as a replacement of the national currency it subsumed (within the subjects of History and Citizenship);
- The pupils should be able to compare the basic notions and milestones of the EMU with other European historical moments (within the subjects of History and Social studies);
- The pupils should be able to compare differences between euro area and non euro area (within the subjects of History, Geography and foreign languages);
- The pupils should be able to have discussions on basic economic notions related to the euro (within the subjects of Citizenship/Civics Education, Social studies and Maths);
- The pupils should be able to assess the euro in the context of a democratic project (within the subjects of Citizenship/Civics Education and Social studies) and
- Having learned about these topics, pupils should then be able to evaluate the benefits of the euro and debate drawbacks.

5.3.2.3. The link to the 8 Key Competences for Lifelong Learning

The establishment of the learning outcomes of the resources should fall within the larger range of the 8 Key Competences for Lifelong Learning⁵⁹. The Consultant believes that **a link between the specific learning outcomes of the resources and the relevant 8 Key Competences for Lifelong Learning would enhance and contextualise the educational value of the resources.** Based on this study's research, the Consultant has identified the following key competences for lifelong learning as particularly relevant::

- Key Competence 5: Learning to learn
- Key Competence 6: Social and civic competence
- Key Competence 8: Cultural awareness and expression

⁵⁹ The '8 Key Competences for Lifelong Learning' is a European framework of basic skills to be provided through lifelong learning was originally requested in the Lisbon conclusions in 2000. The proposal is one of the concrete outcomes of the Education and Training 2010 work programme and aims to encourage and facilitate national reforms by providing, for the first time at the European level, a reference tool on key competences that all citizens should have for a successful life in a knowledge society. http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf

During the second Monitoring Committee meeting, the independent experts advised that the following key competences could also be addressed as secondary competences when covering the euro and EMU topics:

- Key Competence 2: Communication in foreign languages; and
- Key Competence 3: Mathematical competence and basic competences in science and technology'

The table below outlines where the resources' pedagogical objectives and learning outcomes could satisfy the aforementioned key competences and link to the national curricula subjects.

Pedagogical aims	Learning Outcome	Key Competence	Link to national Curricula
Pupils are knowledgeable about the euro and the EMU	Have discussions on the dynamics of travelling in Europe and using the euro	2. Communication in foreign languages 5. Learning to learn 8. Cultural awareness and expression	History, Geography, Citizenship/Civics education, foreign languages
	Compare the basic notions and milestones of the EMU	6. Social and civic competence	History, Social Science, Citizenship/Civics education
	Compare differences between euro area and non euro area countries	6. Social and civic competence 8. Cultural awareness and expression	History, Geography
	Have discussions on basic notions relating to the euro	3. Mathematical competence and basic competences in science and technology 5. Learning to learn 8. Cultural awareness and expression	History, Social studies, Citizenship/Civics education, Maths
	Assess the role of democracy (in the creation of the euro)	6. Social and civic competence 8. Cultural awareness and expression	History, Social studies, Citizenship/Civics education
Pupils view and recognise the euro as a symbol of European integration	Define the euro as a product of European cooperation/EU integration	6. Social and civic competence	History, Social studies, Citizenship/Civics education
	Identify the concept of the 'euro' as a replacement of the national currency it subsumed	6. Social and civic competence 8. Cultural awareness and expression	Social studies, Citizenship/Civics education
	Recognise that euro coins display a national design and are able to explore the national sides of coins of other European countries, understanding the symbols that these represent	2. Communication in foreign languages 8. Cultural awareness and expression	History, Geography, foreign languages

Pupils develop a better understanding of the EU in general	Compare different cultural, historical and geographical features of European countries	6. Social and civic competence	History, Geography, Social studies, Citizenship/Civics education
	Assess the democratic features of the EU	6. Social and civic competence	Social studies, Citizenship/Civics education

5.3.3. Identify principles for development of pedagogical resources

The Consultant identified the following principles for the development of pedagogical resources:

- The development process must always respect the pedagogical integrity of DG ECFIN's learning outcomes for euro and EMU education.
- Pedagogical and educational expert panels should take place within an adequate time frame in order to guarantee an efficient review of the development process.
- The pupils' and teachers' opinions and feedback must always be considered and integrated into the development phase.
- The development of the resources should focus on providing functional and interesting features to support the content and objectives of the resources.

5.3.4. Establish the development process of new DG ECFIN pedagogical resources

The Consultant presents within this section two different development scenarios, DG ECFIN will have to choose between these options depending on budget, timeline and feasibility of the processes.

The first scenario comprehends the following steps:

1. The tool development contractor and DG ECFIN establish the final pedagogical objectives for the tool in terms of content, format and layout.
2. The contractor constructs an outline of the intended resource development methodology in collaboration with a pedagogical expert.
3. The above outline is presented to and approved by DG ECFIN and then validated by the first meeting of a panel of independent experts.
4. The contractor develops the resources in accordance with DG ECFIN's approval.
5. The contractor tests the resources with focus groups, surveys with teachers and pupils and in a second meeting of a panel of independent experts.

6. The feedback and comments of users gathered during the testing phase is analysed by the contractor and the pedagogical expert before being presented to DG ECFIN.
7. The contractor, with the input of a pedagogical expert, modifies the tools based on the findings from the testing phase, once approved by DG ECFIN.
8. The contractor presents the modified resources to DG ECFIN.
9. The contractor makes final adaptations to the resources based on DG ECFIN's feedback
10. A third meeting of a panel of independent experts validates the final tools.
11. The contractor finalises the tools for dissemination.

The second scenario presents a simplified version of the above process, taking into consideration, as aforementioned, budget and time restrictions.

1. The tool development contractor and DG ECFIN establish the final pedagogical objectives for the tool in terms of content, format and layout.
2. The contractor constructs an outline of the intended resource development methodology in collaboration with a pedagogical expert.
3. The above outline is presented to and approved by DG ECFIN and then validated by the first meeting of a panel of independent experts.
4. The contractor develops the resources in accordance with DG ECFIN's approval.
5. The contractor tests the resources with focus groups, surveys with teachers and pupils and in a second meeting of a panel of independent experts.
6. The contractor, with the input of a pedagogical expert, modifies the tools based on the findings from the testing phase, once approved by DG ECFIN.
7. The contractor presents the modified resources to DG ECFIN.
8. The contractor makes final adaptations to the resources based on DG ECFIN's feedback and finalises the tools for dissemination

5.3.5. Instructions and guidelines for the pedagogical resources

Tool instructions and guidelines have been identified by the Consultant as one of the most important outputs in the development of any tools and resources⁶⁰. **Teachers and experts have strongly underlined the importance of these products.** Instructions and guidelines should always be made available as accompanying material for teachers.

⁶⁰ Please refer Annex 8a: First Monitoring Committee, Annex 3: Country level meetings and Annex 4: Expert interviews

The **tool's instructions** should indicate how to use the tool and its different features. The instructions should clearly state the pedagogical objectives and learning outcomes of the tool and indicate to which age range and subject discipline each feature is targeted. These guidelines need to include clear examples of how the tools, resources and features can be used with pupils⁶¹.

5.3.6. Validation of tools by third party pedagogical experts

As identified in section 5.3.4 on the resource development process, the Consultant strongly recommends that **any new tools and guidelines are validated by third party experts**. A panel of independent experts including teachers, experts in the field of development of pedagogical tools and educational experts should validate the implementation of the resource development process to ensure it is consistent with the methodology and envisaged outcomes.

The Consultant advises that **the panel should meet at least two times during the development process**⁶². The first meeting would discuss the methodology of the tool development project, a second time to test the resources and, potentially a third time once they have been refined followed the testing phase.

5.4. Testing

5.4.1. Establish evaluation criteria, indicators and methods of resource(s)

The following table provides DG ECFIN with an overview of the criteria to measure during the testing stage of the resource development phase.

⁶¹ During the second Monitoring Committee, the experts suggested that guidelines be included for some features in a 'personal advice' format. For example having a pop-up comment on the website saying 'These teachers used this feature in this way'

⁶² Ideally, if the timeframes and budget allocation allow it the panel of experts should meet three times. The third time should be after the final adaptations based on testing and DG ECFIN's feedback integrations.

Field	Evaluation Criteria	Evaluation Indicators	Evaluation Methods
Content of the resources	Accuracy of the resources	The information of the resources must be consistent with the information from official sources	Observation and comparison
	Updating the resources	The information contained in the resources must always be up to date	Observation and annual check
	Objectivity	The resources must present information balanced for different viewpoints	Expert panels and surveys with target groups and observation
	Comprehension	The information in the resource must be clear for target groups to understand	Surveys and questionnaires with target groups, focus groups with teachers
	Quality	The information must always meet high quality standards All resources should be written by skilled editorial writers	Expert panels and focus groups with teachers Integrate a 'digg' rating tool used by teachers and pupils
	Relevance for age group	The information must be targeted according to age groups	Expert panels, focus groups with teachers, surveys among pupils
	Layout/presentation	The information, the graphics and the choice of colours must be functional and attractive. The graphics and layout should be developed and revised by graphic designers.	Integrate a 'digg' rating tool used by teachers and pupils Graphic expert advice
User friendliness	The information must be easy to access and in a user friendly format	Surveys with teachers and pupils Graphic expert advice	
Dissemination potential	Outreach	The resources must reach the identified target groups	Surveys with teachers and pupils
	Adoption	The resources are likely to be used by identified target groups	Surveys with teachers and pupils, focus groups with teachers
	Visibility	The resources must be easy to find and accessible through relevant Internet searches, and should be visible to teachers through their normal communication networks	Surveys with teachers and pupils, focus groups with teachers Coordination with relevant networks

5.4.2. Refining resources based on findings from testing with teachers and pupils

The testing phase of the resources is a fundamental phase for a proper development of the resources. The feedback from the evaluation phase with teachers' focus groups and the results from user testing will need to be assembled in a consistent way and integrated into the development process. This will serve as the basis for any ongoing modifications that are made⁶³, i.e. the periodical updates and modifications that will be necessary after the resources have been developed and disseminated. Feedback from users will be collected directly from the website or in hard copy format and will form the basis of the improvement process that the resources will need to undertake periodically.

The Consultant emphasises the importance of focus groups and direct contact with primary target groups. Important findings emerged from country level focus groups⁶⁴ and online consultations with teachers, and became essential to the development of this report's recommendations. Integrating user feedback integration will be vital to the success of the resource development and dissemination phases.

5.5. Dissemination Strategy

5.5.1. Principles of the dissemination strategy

A wide range of organisations exist at national and European levels that have the potential to participate in the dissemination of DG ECFIN resources on the euro and EMU. However, the dissemination strategy must take into account the following:

- **Budget capacity** to contract partners and carry out promotional activities. The budget priority will be to develop attractive tools. The dissemination strategy should therefore be as efficient as possible, utilising opportunities to promote materials on the basis of mutual cooperation with stakeholders as opposed to contracting partners;
- **Human resources capacity** to manage relations with stakeholder organisations; and
- **Feasibility** of establishing working relationships with stakeholders.

5.5.2. Strategy outline

A central aspect of the dissemination strategy should be to open a **stakeholder engagement process** to establish informal partnerships with relevant organisations at European and national levels. This could be set-up through a webpage where associations register as a stakeholder.

At national level, DG ECFIN stakeholders could include **national educational agencies, head teacher networks, subject associations, organisations concerned with the euro**⁶⁵,

⁶³ Any good practice examples, found in the testing phase, should be included as examples on how to use the materials.

⁶⁴ Please refer to Annex 3: Country level meetings.

⁶⁵ This is likely to be important in new Member States which will soon transition to the euro

Comenius national agencies and Media partners. Research⁶⁶ has demonstrated that **engagement with national organisations is very important to the successful adoption of a pedagogical resource.**

Synergies have also been identified with other DGs, particularly DG COMM and DG EAC where coordinated activities should be developed. DG ECFIN must use a strategic timeframe to coordinate promotional and dissemination activities. This must take into account the **academic years.**

The medium-term communication objective⁶⁷ will be to establish a known resource that is used by teachers. Educational resources can gather support and recognition over a period of time, although this may require regular updates or yearly editions. Incorporating feedback mechanisms may allow improvements to be made on the basis of teacher recommendations. This process may invite further engagement from teachers. Essentially, measures that encourage continuity or prolonged interaction with teachers will enhance recognition of the resource and allow for increased visibility over time through **peer to peer recommendations**⁶⁸.

Therefore, the recommendations envisage a long term strategy, coupled with regular short term campaigns that raise the profile of the resource at a given time through working towards a specific event or target.

5.5.3. Identification of distribution channels

The resources will largely be accessed via the website, with a dedicated partner sending out the hard format tools that are requested. However, the promotional strategy will rely on a wider range of partners.

5.5.3.1. European Commission Directorate-Generals

A priority for DG ECFIN should be to **engage with the educational programmes, networks and information points that are already being administrated by the European Commission.** The Consultant identifies DG EAC and DG COMM as the most important DGs to communicate with in this respect. Activities of importance and relevant DGs include:

- The **Comenius Programmes**⁶⁹ (DG EAC)
- **E-twinning**⁷⁰ (part of the Comenius programme – DG EAC)

⁶⁶ Please refer to Annex 5b: Best practise interviews which demonstrated that national partners that assisted in the development and promotion of tools were used effectively by Generation Europe in the development of the Europa diary. DG Agriculture and DG Environment also utilised a network of contacts and partners at Member State level. This approach was also recommended by the first meeting of the Monitoring Committee.

⁶⁷ Please refer Annex 10: Objective Tree

⁶⁸ The first online consultation demonstrated the importance of colleague recommendations as this was the second most supported response (after the internet) regarding how teachers find new materials. Please refer to Annex 7 (a) First online consultation

⁶⁹ http://ec.europa.eu/education/lifelong-learning-programme/doc84_en.htm

⁷⁰ <http://www.etwinning.net/en/pub/index.htm>

- **The Life Long Learning Programme 'Exchange of Good Practice and Peer Learning Activities'**⁷¹ cluster groups (DG EAC)
- **Spring Day for Europe**⁷² (DG COMM)
- **Europe Direct information relays**⁷³ (DG COMM)
- **European Commission representations** (DG COMM)

These programmes have **established channels of communication with teachers and with organisations of relevance at the national and European level**. By coordinating with these groups, ECFIN could gain access to these channels of communication and also contribute to the value of these programmes by allowing pedagogical resources on the euro and EMU to be incorporated into ongoing activities.

5.5.3.1.1. DG EAC Lifelong learning policy

Research⁷⁴ has indicated that teacher training activities are an effective setting for the introduction of new tools if they are integrated into a programme for new skills development (for example ICT training on the use of interactive whiteboards).

Under the framework for Lifelong Learning⁷⁵, DG EAC has developed a programme for the exchange of good practice and peer learning activities between Member States interested in jointly developing national policies and expertise in specific fields⁷⁶. The programme is organised through either groups ('clusters') of Member States interested in specific topics, or by expert groups set up by the European Commission. Current peer learning themes/clusters and groups of relevance include: a cluster on key competences and a cluster on ICT.

DG ECFIN should coordinate with DG EAC to engage with the key competences and ICT clusters. The new resources on the euro could then be introduced to these groups as best practise examples of use of ICT in education or resources which assist the development of key competencies. The engaged experts would be encouraged to give their feedback, which would enable DG ECFIN to improve the resource based on their advice. This would further allow the experts to become aware of the resource and of the opportunities it offers.

⁷¹ http://ec.europa.eu/education/lifelong-learning-policy/doc32_en.htm

⁷² <http://www.springday2009.net/ww/en/pub/spring2009/homepage.htm>

⁷³ http://ec.europa.eu/europedirect/visit_us/relays/index_en.htm

⁷⁴ Please refer to Annex 7a: First online consultation, Annex 3: Country level meetings and Annex 8b: Second Monitoring Committee, which all firmly supported the role of teacher training activities in introducing new resources and practises to teachers. Such opportunities are highly valued by teachers

⁷⁵ http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm

⁷⁶ Please refer to Annex 7a: First online consultation, Annex 3: Country level meetings and Annex 8b: Second Monitoring Committee, which all firmly supported the role of teacher training activities in introducing new resources and practises to teachers. Such opportunities are highly valued by teachers

5.5.3.1.2. DG EAC Comenius programme

The Comenius programme was established to provide opportunities for schools to strengthen the European dimension in their curricula. The programme incorporates different activities such as cross-border Comenius partnerships between schools, regional school partnerships, eTwinning (see below) and teacher training schemes. DG ECFIN should coordinate with DG EAC on the Comenius programme⁷⁷ with a view to:

- **Engaging national agencies of the Comenius programme** as stakeholders in the DG ECFIN educational programme. The agencies are outlined in Annex 1b
- Providing material, speakers and online infrastructure on the topic of the euro and EMU that can be used in the context of Comenius projects. Some countries have **policy orientated priorities** integrated into Comenius projects (such as learning about different cultures or a focus on ICT) that are **relevant** to the recommended DG ECFIN resources and these common points should be highlighted⁷⁸. Many other countries have very flexible priorities or no specific priorities outlined. Since Comenius projects have traditionally focused on **themes relating to Europe**, and have often emphasised the use of **innovative ICT**, the proposed euro/EMU resources would be relevant to such projects.

5.5.3.1.3. eTwinning

eTwinning is the European Commission's **partner finding and online collaboration resource**. It enables teachers, pupils and students in 32 European countries⁷⁹ to work together using ICT. Over 70,000 schools across Europe have registered for eTwinning projects. Teachers and students form short or long term partnerships, collaborating on a range of curriculum based projects⁸⁰ using an array of innovative ICT tools. **DG ECFIN should engage with the eTwinning programmes to:**

- **Initiate eTwinning projects on the basis of the ECFIN euro/EMU resources.** The DG ECFIN website can link directly to the eTwinning portal and the national agency information pages.
- **Engage with the professional development programmes of the eTwinning programme⁸¹, which are aimed at developing skills in European collaboration and using Information and Communication Technologies.** DG ECFIN can use the organised sessions to introduce the euro/EMU resources. It can also direct teachers to these training opportunities on the DG ECFIN website.

⁷⁷ An interview with DG EAC representative Suzanne Conze (*A Comenius programme manager*) indicated that there would be opportunities for DG ECFIN to engage with DG EAC as has been recommended by the Consultant

⁷⁸ The national priorities of relevance are highlighted in the following document:
http://ec.europa.eu/education/comenius/doc/national10_en.pdf

⁷⁹ This includes all EU Member States and the following countries: the Former Yugoslav Republic of Macedonia, Croatia, Norway, Iceland and Turkey.

⁸⁰ Relevant subjects including: History and Geography, Foreign language and literature, Culture, Social studies, European Affairs and Politics

⁸¹ http://www.etwinning.net/en/pub/professional_development/european_workshops.htm

- Reach out to the national agencies of the eTwinning programme to encourage their engagement as stakeholders at national level⁸².

5.5.3.1.4. Spring Day for Europe

The **Spring Day for Europe** programme, run by DG COMM encompasses a day of Pan-European coordinated activities that encourage young people to learn about Europe. Activities include competitions, learning about other cultures and receiving public figures as guest speakers.

The programme is compatible with DG ECFIN's objective on euro and EMU education in terms of its aims and use of innovative technologies and guest speakers⁸³. DG ECFIN could tailor a campaign to be aligned with the Spring Day programme including:

- **Instructing activities**, such as a **competition**, that build towards the Spring Day event (for example see section 6.3.9.).
- **Providing visiting speakers** to schools to launch the online resource and explain the activities. Schools could register their interest in receiving a speaker on the proposed DG ECFIN website on euro education.
- **Running an online debate between schools on the euro**⁸⁴. This could focus on bringing pupils from euro, non-euro and future euro countries together. A similar exercise was undertaken in 2009 and a debate was held among six schools in six countries on the future of the EU⁸⁵.

5.5.3.1.5. European Parliament

DG ECFIN should coordinate with the European Parliament with a view to become involved in:

- **The school visits that are regularly hosted by the European Parliament.** DG ECFIN should coordinate with the Parliament and develop a standard presentation on the new resources on the euro and EMU which can be introduced during these schools visits. A further opportunity is to provide materials and resources to the new **European Parliament Visitor's Centre**⁸⁶, an interactive exhibition on the European Parliament. Content on the euro would be appropriate as a European project within this exhibition. The centre is envisaged to open in December 2010/January 2011.

⁸² Please refer to <http://www.etwinning.net/en/pub/help/nss.htm> for a list of national agencies. Many of these also cross over with the Comenius agencies, or the EUN members. The eTwinning national partners are also indicated in the dissemination Annex 1b.

⁸³ Guest speakers were noted in the country level meetings as popular strategies for engaging pupils in a topic

⁸⁴ The risk of this approach is that the target group of pupils may be too young to engage in such a debate

⁸⁵ This was organised by European School net as reported:

http://enis.eun.org/eun.org2/eun/en/Celebrate_LearningObjects/content.cfm?lang=en&ov=33369

⁸⁶ All queries to the **Visits and Seminars Unit**, PHS 01C003, Rue Wiertz 60, B-1047 Brussels, Tel.: 02 284 21 11

- **Teacher training activities that are carried out by some European Parliament country offices**⁸⁷. As with the eTwinning teacher training events, DG ECFIN could introduce, promote and receive feedback on resources on the euro and EMU at these sessions.

DG ECFIN can develop a **holistic approach** to engaging with the Comenius, eTwinning, 'Spring Day for Europe' and European Parliament programmes by constructing:

- An **information pack** that introduces the online resources and some of the hard format materials, and directing these to programme coordinators of European and national agencies.
- A **standard presentation** and demonstration for speakers to be able to use to introduce the resources to pupils.
- Separate **training presentations** for use with teachers within training activities.

5.5.3.1.6. European Commission representations/Europe Direct Networks

- **EC representations and Europe Direct Networks**, managed by DG COMM, play an important role in the dissemination of many of the Commission's current publications and can help to promote the new resources on the euro and EMU through using them during school visits.
- These relay points often prefer to work with **physical documents** such as booklets⁸⁸ and also express a preference for **games and interactive activity-based resources**. The recommended DG ECFIN educational resources (including an innovative product in hard-format) may therefore be popular.
- Using similar graphics as '**United in Diversity**' would help offices to recognise any new tools since this booklet was popular.
- DG COMM⁸⁹ reports a varying degree of involvement in European projects by the EC Representations and Europe Direct offices. DG ECFIN should therefore look to focus on **working with the most active offices**⁹⁰.
- DG ECFIN can communicate with these representations and information points through the **newsletters sent by DG COMM** by directly reaching out to the offices (although DG COMM should also be engaged in this process).

⁸⁷ For example the UK office of the European Parliament runs teacher training conferences on the EU: <http://www.europarl.org.uk/section/infocentre/education>

⁸⁸ Please refer to Annex 5a: Best Practice case studies. In particular the 'Passport to the European Union' document developed by the UK representation proved to be very popular with schools due its interactive features and the fact that children can keep it.

⁸⁹ As reported by Annegret Ziller of DG COMM

⁹⁰ Please refer to Annex 1: Dissemination channels and partners

- DG ECFIN should also encourage the EC representations to engage with stakeholders at the national level (see below).

5.5.3.2. National stakeholders

Research has indicated that teachers in general communicate more with bodies at the national level than with European bodies and associations⁹¹. Therefore in order to effectively reach teachers, DG ECFIN should engage national organisations in each Member State. National organisations should include:

- National non-governmental organisations or media specialising in education.
- Relevant government departments/ministry of education units or official governmental agencies (such as an inspectorate unit).

5.5.3.3. Non-Governmental Networks and Agencies

Within many countries, non-governmental educational organisations play a strong role in providing services and platforms for communications among teachers.

The Consultant has compiled a list of organisations at Member State level that could be relevant to DG ECFIN's efforts in promoting educational resources on the euro and EMU⁹². The types of organisations identified by the Consultant as being important to DG ECFIN's strategy include:

- **Head teacher networks** at the national level. As discussed in section 6.1.1, head teachers have an important role in the choice of resources used in their schools. The European Secondary Heads Association⁹³ would be a valuable partner in reaching out to these national networks.
- **Associations of subject teachers**⁹⁴ that represent teachers of particular disciplines. Such associations are common for subjects such as History and Geography (and more recently also Citizenship). DG ECFIN can also reach out to these associations by working with networks that bring them together at European level. For example the **EUROCLIO network**⁹⁵ brings together History teacher associations from the Member State level. Subject associations at the EU level have been identified in Annex 1a⁹⁶.
- Organisations associated with **promoting the euro** in countries likely to join.

⁹¹ Please refer to Annex 3: Country level meetings: Teachers within country level meetings supported this conclusion.

⁹² Please refer to Annex 1b: Dissemination channels and partners at Member State level

⁹³ <http://www.esha.org/>

⁹⁴ Please refer to Annex 1b: Dissemination channels and partners at Member State level

⁹⁵ <http://www.euroclio.eu/site/index.php>

⁹⁶ Please refer to Annex 1a: Dissemination channels and partners at European level

- **Media partners**⁹⁷ could also be very effective and should be engaged within the same framework. DG ECFIN should use the recommended 'ice-breaker' task (see section 6.3.9), which should be innovative and eye-catching as promotional information.
- **Comenius national agencies** are relevant partners that DG ECFIN could engage with. This process would need to involve DG EAC as indicated in section 5.5.3.1.2.
- **Teacher training colleges** could have a very significant impact on the adoption of the resources since many teachers would be introduced to the resources. DG ECFIN should engage with the **Association for Teacher Education in Europe (ATEE)** in order to communicate with agencies at the Member State level.

DG ECFIN should establish a 'stakeholder engagement' strategy to recruit informal partners. This would involve the following steps:

- As part of the online DG ECFIN educational resource, a section should be set up **where associations can register as a stakeholder**.
- DG ECFIN would promote this stakeholder engagement opportunity **through the newsletters of relevant EU level organisations**⁹⁸ and by compiling mailing lists to contact relevant organisations at Member State level⁹⁹.
- **DG ECFIN could then establish cross-promotional activities with stakeholders** through, for example, mutual use of logos and promotion of materials¹⁰⁰.

5.5.3.4. Governmental units and agencies

Association with official departments will be vital to realise DG ECFIN's objectives for euro and EMU education. Failure to engage with such governmental bodies could be viewed unfavourably by the national administration and this could undermine the dissemination of the resources.

Selected bodies that DG ECFIN should engage with are outlined in Annex 1b: Dissemination channels and partners at Member State level. These vary from **ministry departments** to **curriculum development units** or **inspectorate bodies**.

Some of the units identified are already engaged with European initiatives through membership of programmes, such as Comenius (run by DG EAC) or membership of non-institutional networks such as European Schoolnet (EUN).

⁹⁷ Educational press, including specialised teacher magazines and national newspaper educational supplements

⁹⁸ Including EUN, ATEE and other organisations as listed in Annex 1a: Dissemination channels and partners at European level

⁹⁹ Please refer to Annex 1b: Dissemination channels and partners at Member State level

¹⁰⁰ Best Practise research revealed how cross promotion of logos and projects can help to raise the profile of educational resources. For example the *Arctic survey* educational resource relied on numerous partnerships with organisations where parties benefitted from the mutual promotion.

5.5.3.5. European organisations/networks

Many networks exist at the European level that could support the promotion of pedagogical resources on the euro and EMU. These include:

- **European Schoolnet (EUN)** is a network of 31 **educational organisations** (often relating to the use of ICT in schools) or **educational Departments / Ministries** at the Member State level (including some non-member states such as Turkey and Croatia). Cooperating with EUN could therefore provide DG ECFIN with access to a network with a strong influence on school resources.
- **Generation Europe** is a foundation working with young people on citizenship issues. The organisation has already been contracted to produce DG ECFIN material in the next edition of the 'Europa Diary'. DG ECFIN should use the dissemination of the Diary to communicate the new tools that are available on the euro, as was previously done by DG Environment¹⁰¹.
- **European Association of Teachers (AEDE)**¹⁰² brings together a network of more than 25,000 teachers, heads, inspectors and officials and also coordinates with other education organisations at EU level.
- DG ECFIN can also approach the organisations listed within Annex 1a¹⁰³ to provide services at particularly important milestones. These can assist by promoting the tools on their website and through newsletters. Subject associations may be particularly important for reaching out to Member State level subject associations.

5.5.3.6. Educational trade press and fairs

The Consultant's research has indicated that educational press and educational trade fairs can be relevant channels of communication with teachers. **The priority for DG ECFIN should be to maximise the use of opportunities that are available free of charge.** For example, **national ministry websites and electronic newsletters**, which are sent regularly to teachers to inform them of educational news and activities, generally provide free information on educational tools. The use of electronic newsletters presents an **extra advantage of being able to link directly to the DG ECFIN educational website.**

The Consultant has identified relevant channels in Annex 1b¹⁰⁴ on the basis of country level research and the recommendations of experts.

¹⁰¹ Please refer to Annex 5a : Best Practice case studies, 'You control Climate Change'

¹⁰² <http://www.aede.eu/>

¹⁰³ Please refer to Annex 1a: Dissemination channels and partners at European level, with examples like ESHA (headmasters association), ATEE (teacher education), SICI (inspectors), ELOS (European learning environment) etc.

¹⁰⁴ Please refer to Annex 1b: Dissemination channels and partners at Member State level

5.5.3.7. Online communication tools

Social media tools enable the production and mass circulation of user-generated content. The introduction of Web 2.0 technologies has led to a fundamental restructuring of the way that people use the Internet, leading to the birth of a new form of interactive culture in which users act at the same time as both producer and consumer.

DG ECFIN should consider promoting the use of social media tools among teachers as a means of encouraging engagement and interaction within and across member states. Through their use of social media, teachers will be able to share their experiences of using the new resources and construct best practices. This online interaction provides a means of Crowdsourcing¹⁰⁵ and can lead to innovative thinking when it comes to using the resources. By identifying existing networks where teachers are communicating online, DG ECFIN can direct teachers from the DG ECFIN educational resource to these networks to participate in discussions about the new resources. Such networks can be found on professional networking sites such as LinkedIn, as well as on social networking sites such as Facebook. There is also the possibility for DG ECFIN to easily create its own social networking community through the creation of a NING network¹⁰⁶.

The Consultant recommends that DG ECFIN encourages the use of Social Bookmarking by providing a facility for teachers to Bookmark the DG ECFIN site and share other Bookmarks across the sited. This will allow teachers share information and collaborate on projects with other schools.

The existing DG ECFIN Twitter¹⁰⁷ account should be used to communicate updates about the resources to its stakeholders.

5.5.3.8. Project development and maintenance management

It will be curcial for the maintenance of the online resource to be 'owned' by a DG ECFIN educational team or an external contractor at the European level.

This 'managing unit' should be responsible for:

Activity description	Priority
<p>Monitoring feedback and any user-generated content. The developed tools should collect teacher feedback in the form of ratings (as discussed in section 6.3.6) and / or comments through a forum. The managing unit should be knowledgable about the education systems in each country and identify where feedback can contribute to making improvements to the resources.</p>	<p><u>Must have</u></p>

¹⁰⁵ Outsourcing of activities to a group of people or community, through an "open call" to a large group of people to contribute to them

¹⁰⁶ <http://www.ning.com/>

¹⁰⁷ <http://www.twitter.com>

Managing stakeholder relations by communicating with organisations and individuals that have registered online and facilitating logo/resource exchange.	<u>Should have</u>
Facilitating promotional activities by collating information on educational fairs, advertising campaigns and partnership opportunities. This process could be assisted by communicating with EC Representations and national stakeholders.	<u>Nice to have</u>

- DG ECFIN's **resource development contractor, Tipik**¹⁰⁸ will be involved in the tool development process. However, dissemination and communication falls outside the scope of the current framework contract with Tipik.
- **Alternatively, a contracted company** could manage a **promotional campaign** or initial dissemination phase over a shorter period of 6 to 12 months. It would be responsible for: the initial establishment of contacts; sending out materials on request and; the first promotional push of the resource.

¹⁰⁸ <http://www.tipik.eu/>

5.5.4. Timing of dissemination

The following high-level timeline and table outline the main steps of the dissemination strategy for resources on the euro and EMU.

High-level timeline: Resource Dissemination

Resource	Development Phase		Dissemination Phase			
	1	2	3	4	5	6
Engage partners	National contractor, EU networks, DG partners					
Initial promotion	European educational networks					
Dissemination of tools	Communications contractor/ EU networks					
Promotion and marketing	EU networks, magazines, contractors, stakeholders					
Spring Day for Europe	DG COMM, EUN, National contractors					
Ongoing maintenance and feedback	Contractors monitor and incorporate feedback					

Timeline	Organisations involved	Activity
<ul style="list-style-type: none"> Phase 1: Engagement of partners 		
During the development phase	<ul style="list-style-type: none"> European educational networks 	<ul style="list-style-type: none"> Contracted to provide additional content on the DG ECFIN resources through the dissemination of the 'Europa Diary'.
	<ul style="list-style-type: none"> EU level education organisations 	<ul style="list-style-type: none"> DG ECFIN communicates intention for dissemination process.
	<ul style="list-style-type: none"> DG COMM 	<ul style="list-style-type: none"> Activities organised for Spring Day for Europe will be a priority and DG ECFIN should work with DG COMM to establish how they can build a Spring Day programme covering the topics of the euro and EMU.
	<ul style="list-style-type: none"> DG EAC 	<ul style="list-style-type: none"> DG ECFIN communicates its planned interactive facility between schools to determine how this page could link to the Comenius and eTwinning pages to encourage schools to build on their cooperation.
	<ul style="list-style-type: none"> Dissemination contractor/DG ECFIN 	<ul style="list-style-type: none"> Dissemination contract or educational steering committee within DG ECFIN is established.
<ul style="list-style-type: none"> Phase 2: Initial promotion 		
TBC	<ul style="list-style-type: none"> EU level education organisations 	<ul style="list-style-type: none"> Newsletters and mailings are sent out to ministries to inform them that the educational resources are to be made available for the start of the new school year and to invite them to participate in the stakeholder engagement process.
<ul style="list-style-type: none"> Phase 3: Tools are made available 		
TBC	<ul style="list-style-type: none"> Typik and other contracted company 	<ul style="list-style-type: none"> The website is made available. Tools are available for order.
TBC	<ul style="list-style-type: none"> EU level education organisations (Please refer to Annex 1a: Dissemination channels and partners at European level) 	<ul style="list-style-type: none"> The webpage is set up which invites stakeholder engagement. Identified European partner newsletters promote the resources and stakeholder engagement process to relevant national organisations.

Timeline	Organisations involved	Activity
• Phase 4: Promotion and marketing		
TBC	<ul style="list-style-type: none"> European Networks as listed in Annex 1a: Dissemination channels and partners at European level) 	<ul style="list-style-type: none"> Information sent out in newsletters that communicate directly with teachers.
TBC	<ul style="list-style-type: none"> Educational magazines 	<ul style="list-style-type: none"> Advertisements are released.
TBC	<ul style="list-style-type: none"> Dissemination contractor / DG ECFIN National governmental bodies 	<ul style="list-style-type: none"> A mailing to the identified departments (e.g. Geography department) of schools in each country should be made. Ministry website and electronic newsletters are coordinated. Stakeholders promote the resources.
TBC	<ul style="list-style-type: none"> DG EAC European Parliament 	<ul style="list-style-type: none"> DG ECFIN engages with teacher training activities to introduce the resources.
• Phase 5: Spring Day for Europe promotional campaign		
TBC	<ul style="list-style-type: none"> DG COMM 	<ul style="list-style-type: none"> Spring Day promotional events and communications feature DG ECFIN information. Spring Day for Europe features DG ECFIN speakers.
TBC	<ul style="list-style-type: none"> European educational networks 	<ul style="list-style-type: none"> Promotion through newsletters.
TBC	<ul style="list-style-type: none"> National contractors 	<ul style="list-style-type: none"> Coordinate promotional activities on Spring Day for Europe as most relevant to the national environment.
• Phase 6: Ongoing maintenance and receipt of feedback		
TBC	<ul style="list-style-type: none"> National contractors 	<ul style="list-style-type: none"> Relevant educational fairs will be identified on an ongoing basis. These will be participated in by either the contractor, or the EC representatives or Europe direct networks depending on the fair and the level of engagement of these units in the respective country.
TBC	<ul style="list-style-type: none"> DG EAC eTwinning 	<ul style="list-style-type: none"> Contact between schools through DG ECFIN resource is monitored; schools are encouraged to develop activities further by participating in eTwinning/Comenius projects.

6. Recommendations

6.1. Target Groups

The **target groups of the current study are: Teachers and pupils**. Understanding the different needs and realities of these two target groups and adequately taking these into consideration is crucial for the success of the development of pedagogical resources on the euro and EMU.

6.1.1. Teachers

Teachers are direct users of the pedagogical resources and the direct target group within the current study. Teachers represented the main sample group during the Consultant's desk research phase¹⁰⁹. **It is clear that the adoption and use of pedagogical tools and resources will primarily depend on how they are viewed by teachers. The Consultant strongly advises that the needs and point of views of the teachers are properly considered during the development phase of the resources**¹¹⁰.

The role of **head teachers** is also particularly relevant for the study. Within the different education systems¹¹¹, head teachers play an important part in the introduction and adoption process of new educational material¹¹². However, they usually have a more administrative role within schools¹¹³.

Head teachers can have an influence on the choice of pedagogical materials used to support learning and in some more decentralised countries¹¹⁴, **the construction of the school curriculum**. Head teachers will therefore be an important target group and one that can be effectively reached through **associations of head teachers** at the Member State and European level.

6.1.2. Pupils

The Consultant has addressed pupils as **direct users of the new pedagogical resources on the euro and EMU and indirect target groups during the research phase within this study**¹¹⁵.

The Consultant has analysed the **age range of pupils attending primary and secondary schools within the EU Member States**¹¹⁶. This varies in accordance with the different

¹⁰⁹Teachers were the main participants of: the first online consultation (80% of total respondents), the country level meetings (100% of participants) and the experts' interviews (including former teachers 40% of interviewees).

¹¹⁰ Please refer to section 5.2. Tool development

¹¹¹ Please refer to Annex 2: Country profiles, Annex 3: Country level meetings and Annex 4: Experts interview with key actor Filippo Tarantino headmaster of the Italian High School 'Cagnazzi'.

¹¹² Please refer to the European School Heads Association mentioned in the Annex 1a: Dissemination channels and partners at European level, as an important dissemination partner.

¹¹³ For example, in UK (England) and Belgium (Flanders) the roles of head teachers are reported to be more administrative.

¹¹⁴ According to the Consultant's segmentation (section 4.2. Segmentation of EU Member States) these countries are in Group 3: Greece, Finland, Sweden and Denmark.

¹¹⁵ Pupils are considered indirect target groups of this study because they have not been directly engaged during the desk research. The Consultant strongly advises that pupils test any new pedagogical resources during the resource development phase. Please refer to section 5.3.4. Establish the development process of new DG ECFIN pedagogical resources and section 5.4.2. Refining resources based on findings from testing with teachers and pupils.

school ages and education systems across the EU. The Consultant has identified approximate age group classifications based on comparative desk research on the following criteria:

- The nature of the educational systems and the organisation of school year grades;
- The subjects in which the topics of the euro and EMU tool could be covered;
- The most appropriate context to achieve the pedagogical objectives and the learning outcomes of the resources; and
- Degree of flexibility of national curricula to introduce new material according to age groups¹¹⁷.

The target age groups the Consultant has identified are the following:

- **Upper primary (9 to 11 year olds)**¹¹⁸
- **Lower secondary (12 to 14 year olds)**¹¹⁹

Although certain countries may deviate slightly from the suggested age group categories¹²⁰, teachers can choose suitable resources from the upper primary/lower secondary sections of materials which correspond with their pupils needs¹²¹.

Further to DG ECFIN's feedback, the Consultant has also taken into account **upper secondary pupils** as potential target groups for specific subjects¹²² and activities¹²³:

- Pupils from 14 to 16¹²⁴ year olds should be considered as target groups when introducing basic economic principles and notions.
- Pupils from 16 to 18/19¹²⁵ year olds represent target groups when introducing economics/business economics or more complex economic theories.

¹¹⁶ Please refer to Annex 2: Country profiles

¹¹⁷ Please refer to Annex 2: Country profiles

¹¹⁸ Although this report recommends developing pedagogical resources with strong interactive components, the advice of the Monitoring Committee experts and the independent pedagogical expert was that pupils younger than nine years old are too young to fully understand the euro and EMU and should, therefore, not be targeted as users of future resources.

¹¹⁹ In general, pupils older than 14 years of age start selecting several elective subjects which would create obstacles for the introduction of optional resources (such as on the euro and EMU). For this study, the Consultant has decided to exclude pupils older than 14 years from the target group classification given that there is generally less curriculum flexibility and increased focus on preparing for national examinations from this age.

¹²⁰ Some examples are: Austria where Primary school runs from the ages of 6-10 and Secondary school from the ages of 10-18. In Denmark, the 'Nine-year model' primary school runs from the ages of 6-16 and secondary school from 16-19. In Hungary, primary school runs from the ages of 6-14 and secondary school from 15-18. For more examples please refer to Country Profiles in Annexes.

¹²¹ Notwithstanding, the Consultant does not exclude a further development of the tool, at a latter stage, where age groups may vary from the ones suggested. Please refer to section 6.3.3.

¹²² School subjects related to basic economic principles and economics as a stand along subject

¹²³ Please refer to section 6.3.9. age groups 14-18

¹²⁴ Please refer to Annex Economic subjects in secondary education

¹²⁵ Especially in vocational or technical education where generally economics is a stand alone subject (please refer to Annex Economic subjects in secondary education)

6.2. Identification of most suitable subjects by country

The results of the first online consultation has demonstrated that **teachers are more likely to teach the euro and EMU if it is part of their core curricula and directly related to their subject (and to their pedagogical activities)**. This demonstrates the importance of linking DG ECFIN's new pedagogical resources to national school curricula subjects where possible¹²⁶.

The Consultant has identified existing subjects where the topics of the euro and EMU could be effectively covered in the majority of EU Member States. The selection of these subjects has been validated by the Monitoring Committee of independent experts¹²⁷.

- Upper primary (9-11 year olds) most suitable subjects are: **Citizenship/Civics education, History and Geography and cross-curricular themes.**
- Lower secondary (12-14 year olds) most suitable subjects are: **Citizenship/Civics education, Social studies, Geography and History.**

These subjects were selected on the basis of the themes that they commonly address across EU curricula. These are discussed below:

Citizenship

Citizenship teaching is widely included in European primary and secondary country curricula, either as a separate subject, a cross curricular theme, or integrated into particular subjects such as **Geography, History or Social studies**. At the secondary level, the EU is often included explicitly in curriculum¹²⁸, and the euro and EMU are also mentioned in some country curricula¹²⁹.

Citizenship curricula at secondary level also tends to refer to themes which could integrate basic economic theory into teaching. Aims concerning political literacy and an understanding of how political and social institutions function feature broadly across curriculum literature in different countries¹³⁰. Such teaching is likely to provide the most relevant link to economic themes – therefore content that links economic management of the EMU with understanding of political governance may be attractive to teachers

Social studies

At primary level, the topic often covers similar topics to Citizenship, especially within countries where citizenship is not taught as an independent subject. Themes include ideas such as understanding about identities, culture and the world around us. At the secondary level, similar citizenship type topics are covered and the European Union is also commonly referenced¹³¹ within the context of political literacy or active citizenship. Thus the euro could be introduced as

¹²⁶ In the first online consultation those respondents who stated that they never taught on the subject of the euro or EMU, 65% of primary school teachers and 49% of secondary school, said this was because it does not form part of the curriculum. Please refer to Annex 7a: First online consultation.

¹²⁷ Please refer to Annex 8a: First Monitoring Committee

¹²⁸ Including Bulgaria, the Czech Republic, Denmark, France, Germany, Greece, Ireland, Latvia, Luxembourg, Poland, Romania, Slovakia, Spain and the UK

¹²⁹ In Latvia and Luxembourg

¹³⁰ Please refer to 'Citizenship Education at School in Europe'. Eurydice.

http://eacea.ec.europa.eu/ressources/eurydice/pdf/055EN/004_chap2_055EN.pdf

¹³¹ For example in the curricula of Finland, Estonia, Germany, Latvia, Netherlands, Portugal, Romania

one of the most important achievements of the EU. However, there is also sometimes a stronger focus on themes relating to the individual and their environment, such as 'social skills' and 'personal health'. Information on the euro could be relevant to these themes through teaching about home economics and the management of personal finances.

Geography

Geography is generally taught as a standalone subject, although it is sometimes incorporated into more general themes at the early primary level such as 'the world around us'. Content more often focuses on physical geographical themes and local geography at the primary level, although the European dimension is frequently brought in at the secondary level during physical and political geography. Such themes commonly relate to cultural understanding of different countries and social issues across the EU (such as immigration and environmental concerns) or more general understanding of the EU institutions and mechanisms. There is generally, less of a focus on business/economics issues, although some countries (Finland, Latvia, Ireland, Luxembourg) include reference to themes such as 'economic decisions/relationships' and 'international business activities'. Where there is a strong focus on the EU, the founding of the euro may also be covered¹³².

History

Themes relating to the EU are more often found in curricula at the secondary than the primary level¹³³ as its inception and development are 'recent' events. Here many countries outline specific aims relating to the history and different stages of EU development, or the nature of their country's relationship with the EU. Educational resources that inform pupils on the founding of the euro as a European achievement, in the context of the wider development of the EU, could therefore be attractive to teachers. Economic history, more specifically, rarely features in History curricula (until upper secondary school), although there are some exceptions (such as Sweden and the UK which cover economic history earlier). 'Globalisation' also arises as a theme in some country curricula which could be linked to the euro and EMU.

Economics

The Consultant has analysed more in depth the teaching of economics in the different educational curricula¹³⁴. A picture has emerged from the research which shows that basic economic concepts are introduced in secondary school (12 to 14/16 year olds) within the subject of Home economics¹³⁵ or covered as relevant topics within the subjects of Citizenship/Civics education, Social studies, Geography and History within mainstream education.

Economic as a standalone subject is introduced in upper secondary mainstream education (14/16 to 18/19 year olds) in Austria, Belgium (Flemish and French Community), Cyprus, Denmark, Germany, Greece, Ireland, Latvia, Malta and The Netherlands. In the other countries Economics is an optional subject or part of optional study courses. With regards to vocational and technical education, Economics is very frequently introduced as a standalone subject in secondary schools (starting from 14/16 year olds).

¹³² This is most relevant to France and Cyprus

¹³³ European Union topics are included in the secondary History curriculum of Belgium, Cyprus the Czech Republic, Denmark, Estonia, France, Finland, Greece, Italy, Latvia, Poland, Romania, Sweden, the UK (excluding Scotland)

¹³⁴ Please refer to Annex: Economic subjects in secondary education

¹³⁵ Although Home economics is generally a very practical subject (e.g. handcrafts, woodwork, design and technology) the Consultant foresees the possibility of introducing the euro and its practical dimension.

During the **second meeting of the Monitoring Committee**, the experts suggested **Mathematics and foreign languages** as additional suitable subjects for the introduction of the euro and EMU. In Mathematics, pupils learn to understand and work with money, and at a higher level some economic ideas (such as inflation) become relevant to curricula. Similarly teaching on foreign languages quite often focuses on cultural aspects of the respective countries and thus the euro could be relevant here, when identified key features about the country or countries the language is spoken in. These subjects would be most suitably integrated in the context of cross-curricular themes on the euro and EMU¹³⁶. However, the Consultant has prioritised the aforementioned subjects for the initial development and dissemination of pedagogical resources given their more explicit relevance to the topics of the euro and EMU.

The development phase of the resources must clearly identify relevant links to school subjects. During the research phase, pedagogical experts¹³⁷ and teachers¹³⁸ highlighted that greater attention could have been paid to the following areas: subject context, relevance to the curriculum and instructions for use in the current pedagogical resources produced by DG ECFIN¹³⁹. Although previous tools were considered interesting and well developed, **a formal and more explicit connection to the curriculum is essential** to ensure that resources are more likely to be used in the classrooms¹⁴⁰. **The recommendations for content development are therefore based on common themes that have been identified across EU curricula**¹⁴¹.

¹³⁶ It was noted during the second Monitoring Committee that this sort of cross-curricular approach that includes diverse subjects could appeal especially to Scandinavian teachers.

¹³⁷ Please refer to Annex 8a: First Monitoring Committee

¹³⁸ Please refer to Annex 3: Country level meetings and section 4.5, 'Review of DG ECFIN material'.

¹³⁹ These are the 'On the road to the euro' and 'United in Diversity' publications.

¹⁴⁰ Please refer to Annex 3: Country level meetings and section 4.5, 'Review of DG ECFIN material'.

¹⁴¹ Please refer to Annex 9: Relevant country subjects

6.3. Format

The research findings, as outlined in section 4 (Findings), indicate teacher preferences that form the basis of the recommended formats for pedagogical resources on the euro and EMU.

The overall framework for all resources is based on a website, targeted towards teachers. The strengths of using a website are:

- Research has demonstrated that **teachers across Europe rely heavily on the Internet to search for resources and that online information portals are very popular**¹⁴².
- A website is a **cost effective** way of introducing information to a large audience.
- Promotion through electronic newsletters can link directly to the website.
- A website can be **easily updated and adapted** according to feedback. The scope of a website could also be expanded at a later date. For example, new audiences (such as additional pupil age groups) could be targeted through new learning materials.
- The website can be used in the classroom for whole class teaching through the use of interactive whiteboards, or downloadable PowerPoint presentations. The first online consultation¹⁴³ found that over 40% of primary school and 60% of secondary school teachers believe that pedagogical materials should include PowerPoint presentations..
- Teachers can easily download the information, activity sheets and resources (such as card games) for pupils to use during class or for homework.

As some teachers have restricted access to technologies such as interactive whiteboards and have limitations in downloading, printing and photocopying resources, **the information and activities available to download should also be available to order as a hard format resource pack**¹⁴⁴. An order page should be included on the website.

6.3.1. Website/portal host

- The Consultant recommends that DG ECFIN's website should provide an **'education' tab or box to direct users to a DG ECFIN education website dedicated to the euro and EMU.**
- DG COMM should be asked to provide a picture box and link to DG ECFIN's education website on the Europa **'Teacher's Corner'** website. A similar facility is currently available for the 'Travelling in Europe' online portal¹⁴⁵.

6.3.2. DG ECFIN educational website content

The Consultant recommends that the website be initially limited to six pages of content:

- A main welcome page;

¹⁴² The first online consultation demonstrated that 'Learning material downloaded from the Internet' was the second most popular format after PowerPoint presentations for secondary school respondents with 54% of respondents rating the format as useful. For primary respondents this option is still popular (with 45%), although 'games' and 'teaching packs' are more popular.

¹⁴³ Please refer to Annex 7(a)

¹⁴⁴ Hard format materials such as work sheets have been listed as 'nice to have' resources in section 6.3.8. below. However, a promotional innovative tool (such as a mascot as described below) has been listed as a 'must have' resource.

¹⁴⁵ http://europa.eu/abc/travel/index_en.htm

- A page for upper primary teachers and pupils (9-11 year olds);
- A page for lower secondary teachers and pupils (12-14 year olds);
- A page for student interaction; and
- A page for extras such as a forum, feedback features; and the stakeholder engagement process.

The resources should **be compatible with interactive whiteboard technology**. The Consultant's research has shown that significant training for teachers is taking place on these pedagogical features (IAWs)¹⁴⁶.

6.3.3. Page 1: Introductory and main page

- A pop-up on the introductory page would allow users to **select their language**.
- Once users have selected their language, they would be directed to the main welcome page which will introduce DG ECFIN's educational tools and resources and their **pedagogical objectives**.
- The main page would outline basic information on the resource:
 - **State which teachers will find the resource useful** – i.e. for teachers looking for a fun way to introduce Europe to pupils in their class/subject age groups and for teachers looking for more information on the euro as an example of European integration;
 - **Provide guidelines on the use of the website and the types of resources that are available** (including downloadable resources);
 - Include illustrations and/or pictures of young people across Europe. The background could feature a map of Europe based on the United in Diversity format;
 - **Highlight that resources are also available in hard format** and where they can be obtained from; and
 - Divide the website into different pages by using tabs as as to **bring the teachers to the relevant sub-sections relating to the age group they teach**.

6.3.4. Page 2 (for upper primary teachers of 9-11 year olds) and Page 3 (for lower secondary teachers of 12-14 year olds)

- Divide into boxes, link to topic based sub-sections for the respective age groups. Each sub-section box to open a new page where information and activities are available.
- Outline the basic information on these sub-sections including the content title and the curricula subjects that the content relates to. An illustration should also feature.
- Direct users to a new section when they click on one of these boxes, thereby introducing the downloadable tools and more detailed guidelines on the topic area.

¹⁴⁶ Please refer to Annex 3: Country level meetings (Italy)

In section 6.3.9, the recommended content of these sub-sections is outlined in more detail. The guidelines for each sub-section should also outline:

- Curricular subjects that the topic relates to;
- Themes that are addressed (such as 'European culture and citizenship, or Democracy');
- Competencies that the section can help to develop (e.g. Civic and Social competence);
- Competency themes that the section promotes (such as 'critical thinking' or 'problem solving'); and
- Learning objectives that are promoted by the section.

6.3.5. Page 4: Student interaction

- Focus on interaction between schools, featuring an interactive map of Europe that would allow teachers and pupils to upload information. The content of this section would relate to the content of pages 2 and 3 of the website (as outlined in section **Error! Reference source not found.**
- Establish links to relevant websites - such as the eTwinning pages of DG EAC¹⁴⁷ which provide opportunities to establish similar interactive online programmes between schools.

6.3.6. Page 5: Feedback and further information page

The Consultant has prioritised what formats could be included in this page in the table below:

Format description	Priority
Rating tools to be integrated into all sub-sections of the website . When teachers use a tool, such as a worksheet, they would have the option to tick an ' I recommend this tool ' box. New teachers to the site would be able to see which tools have been recommended most often. The features would also provide DG ECFIN with quantitative feedback on the most popular aspects of the resource.	Must have
A stakeholder engagement section allowing stakeholders to register their interest in becoming involved with the programme should be available on this page. An approval procedure would need to be integrated into this process , carried out by DG ECFIN or a dissemination contractor.	Must have
Links to the eTwinning, Comenius and Spring Day for Europe programmes would be available from this page	Must have

¹⁴⁷ <http://www.etwinning.net/en/pub/index.htm>

<p>Teacher forums would allow teachers to interact with each other and potentially provide DG ECFIN with more qualitative feedback on the resources (so long as tracking mechanism was in place). Any publicly available user-generated content to be 'vetted' to ensure that nothing inappropriate can be posted. DG ECFIN could minimise such risk by:</p> <ul style="list-style-type: none"> • Requiring teachers to 'sign in' to use a forum; • Monitoring the content input by teachers in their countries; or • Establishing an editorial control process to screen the feedback to ensure that only constructive comments are published 	Should have
<p>Links to further information provided by relevant national organisations that relates to the topic would be available on this page¹⁴⁸</p>	Should have
<p>Classes should also be able to register their interest in receiving an expert guest speaker. This activity could potentially be coordinated through the 'Spring Day for Europe' programme¹⁴⁹</p>	Nice to have

6.3.7. Downloadable resources

Downloadable resources should be listed in a **side panel** on the age-group page. This would provide teachers with an easy overview and access to the individual tools. The Consultant has identified the following formats as essential aspects of the resource:

Format description	Priority
<p>Work sheets would be available online in HTML¹⁵⁰ and in downloadable MS Word document formats¹⁵¹ so that teachers have the opportunity to edit the content.</p>	Must have
<p>PowerPoint presentations on the euro and EMU should be provided with teaching notes.</p>	Should have
<p>Activity packs including interactive activity tools such as game cards should be available for teachers to download.</p>	Should have
<p>Themes and instructions for project activities (for the primary school target group) could be downloadable as a pack.</p>	Nice to have

¹⁴⁸ It was recommended during the first Monitoring Committee that promoting national materials on EU websites could enhance mutual cooperation; improving the likelihood of national agencies promoting EU materials.

¹⁴⁹ Annegret Ziller, Head of the Networks Unit at DG COMM, said that events with outside speakers (e.g. from Europe Direct) constitute the most effective way of communicating with school pupils on EU-related topics.

¹⁵⁰ At the country level meetings and from the results of the first online consultation, teachers reported that having worksheets available in HTML format was important given that downloading speeds are slow in some countries.

¹⁵¹ It was mentioned in country level meetings and in the first Monitoring Committee that teachers prefer resources in MS Document as opposed to PDF format as they appreciate the option of editing the content.

6.3.8. Content of hard format material

The Consultant has prioritised what formats should be available in hard format in the table below:

Format description	Priority
DG ECFIN should include a hard format tool that allows for direct pupil interaction e.g. stickers, puzzles, or space for pupils to fill out information (such as information about themselves or answers to questions). This should be backed up by additional information and ideas for online use. Such tools would act as the 'ice-breakers' to introduce the topic. Ideas for the content and format of such a tool are given below in section 6.3.9.	Must have
One-sheet introductions/leaflets on the tool should be developed for promotional use . These leaflets should combine general information with an example of one of the tools that can be accessed on the website, such as a lesson plan or interactive activity instructions. This could be used to promote the tool at educational fairs or through mailings.	Should have
Activity sheets/Educational packs should be available for distribution to schools. These would be the same as the downloadable worksheets	Nice to have
USB sticks could be introduced; formatted with 'Learning Object Metadata' ¹⁵² that can be used in both Moodle ¹⁵³ systems and for IAWs .	Nice to have

6.3.9. Content and structure of the resources

The following table outlines ideas for website content. They include **themes** that the Consultant's research has identified as relevant, school **subjects** that these themes can relate to (and that are commonly taught in European schools) and **ideas** for types of individual tools that could be developed to support teaching on these themes. The tool recommendations are based on the formats that were found to be relevant, and on ideas that were suggested by teachers and experts or developed in view of best practice research.

These recommendations can be adapted by DG ECFIN and its resource development contractor. They should not be seen as comprehensive instructions for the development of a resource, but as a collection of ideas and guidelines that provide a starting point for resource development.

¹⁵² Learning Object Metadata is a data model, usually encoded in XML, used to describe a [learning object](#) and similar digital resources used to support learning. The purpose of learning object metadata is to support the reusability of learning objects, to aid discoverability, and to facilitate their interoperability, usually in the context of online [learning management systems](#).

¹⁵³ Moodle is a web application that educators can use to create effective online learning sites

Age group: 9 to 11 year olds		
Subject	Learning outcomes	Tool themes and formats
<ul style="list-style-type: none"> • Geography • Citizenship • Foreign languages 	<ul style="list-style-type: none"> • Compare and contrast different cultural, historical and geographical features of European countries • Compare differences between euro area and non euro area countries • Recognise that euro coins display a national design and are able to explore the national sides of coins of other European countries, understanding the symbols that these represent • Define the euro as a product of European cooperation/EU integration 	<p>'Ice-breaker' activity: Mascot Europe trip; euro mascot objects are produced that schools can receive, contribute to and send to a school in another country.¹⁵⁴</p> <p>Online elements</p> <ul style="list-style-type: none"> • Application forms for the 'Mascot Europe trip' programme and instructions for use • Classes to monitor the progress of their mascot through interactive features on the website (e.g. pupils can post photos, messages, and monitor the process through a map feature) <p>Hard format</p> <ul style="list-style-type: none"> • 'Mascots' produced by DG ECFIN that are symbolic of the project and contain a 'collection cavity' where objects can be inserted. The mascots are distributed to schools across the EU. • Instructions for mascot use are provided. • Classes to insert information relating to the euro/national currency and their country into the mascot and send it to another school <p>Additional information</p> <ul style="list-style-type: none"> • A competition could be integrated (for e.g. pupils to design a mascot, design an object to be inserted into the mascot, or for the mascot that goes the furthest)

¹⁵⁴ The Mascot idea was suggested during the second Monitoring Committee. The mascot technique has been used successfully in educational projects before such as 'the Study of the impact of technology in primary schools' (STEPS) project carried out by European Schoolnet. In this framework, pupils had to plan the trip and keep a journey diary of 'Syrius', a mascot of the European Union travelling by using a GPS. Teachers had also suggested in country level meetings that containers of objects (such as time capsules or 'shoe boxes') were popular with teachers and pupils alike.

<p>Cross-curricular</p> <ul style="list-style-type: none"> • Citizenship • Geography • History 	<ul style="list-style-type: none"> • Have discussions on the dynamics of travelling in Europe and using the euro • Compare different cultural, historical and geographical features of European countries • Compare differences between euro area and non euro area countries. • Recognise that euro coins display a national design and are able to explore the national sides of coins of other European countries, understanding the symbols that these represent 	<p>'Ice-breaker' activity: Travelling in Europe/learning about Member States</p> <p>Planning a trip to another country: discovering interesting things to do; logistics of getting there and; planning a budget. This could also be introduced as a project, with pupils encouraged to produce trip maps, timetables, details of the interesting attractions to see, and plans for how they will spend their allocated budget.</p> <p>Online elements:</p> <ul style="list-style-type: none"> • Interactive map designed using the graphics of 'United in Diversity'. • Online information on cost comparisons across Member States – e.g. McDonalds (e.g. purchasing power in different countries – Big Mac Index). • Interactive portal¹⁵⁵ for pupils to post tips on a visit to their country, and ask questions on other countries. <p>Downloadable:</p> <ul style="list-style-type: none"> • Downloadable and hard format 'Country cards' with information and ideas for further information sources. • Activity sheet to research and budget a trip around the EU. • Activity sheet: game element - 'Guess your country – simple instructions for pupils to assign each other countries, which are labelled on them so that they cannot read the country but their neighbours can. They must then ask their neighbours questions to find out where they are from (euro/non-euro can be a key question). <p>Hard format:</p> <ul style="list-style-type: none"> • Poster map where children can pin symbols to matching countries. <p>OR</p> <ul style="list-style-type: none"> • Booklet map or 'passport'¹⁵⁶ for pupils where they can collect a euro/national currency coin sticker from the teacher for good work. The aim will be to complete all 27.
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¹⁵⁵ This online portal could be taken further, whereby a project is organised that focuses on the interaction between pupils in different countries. Classes could be tasked with asking a question about every country in the EU, and answering questions from other pupils. A translation feature or link to a translator could be included.

<ul style="list-style-type: none"> • Citizenship • Geography • History 	<ul style="list-style-type: none"> • Compare different cultural, historical and geographical features of European countries • Compare differences between euro area and non euro area countries. 	<p><i>"Ice-breaker" activity: Travelling across Europe Board game</i></p> <ul style="list-style-type: none"> • Interactive learning game online mirrored by a physical board game that can be downloaded and photocopied for pupils, or ordered online
<ul style="list-style-type: none"> • Citizenship 	<ul style="list-style-type: none"> • Compare different cultural, historical and geographical features of European countries • Recognise that euro coins display a national design and are able to explore the national sides of coins of other European countries, understanding the symbols that these represent 	<p>Electronic version of United in Diversity</p> <p>Online element:</p> <ul style="list-style-type: none"> • Teachers use an electronic version of United in Diversity whereby they must match symbols to the correct country online or using an interactive whiteboard. • Teacher's lesson plan should include instructions for initiating discussion on European values. Pupils should be encouraged to consider values they share with other countries such as democracy, human rights, cultural diversity etc. The theme <i>United in Diversity</i> should be introduced by the teacher. <p>Downloadable:</p> <ul style="list-style-type: none"> • Worksheets can be filled in by pupils on the different symbols represented in the <i>United in Diversity</i>. They also learn about which countries have the euro as well as the currencies of non-euro countries. Students could also be encouraged to research different countries further – this could then link to the 'travelling in Europe' section.

Age group: 12 to 14 year olds

Subject	Learning outcomes	Tool themes and formats
<ul style="list-style-type: none"> • Citizenship • Social studies 	<ul style="list-style-type: none"> • Identify the concept of the 'euro' as a replacement of the national currency it 	<p>Globalisation: the story of the euro.</p> <ul style="list-style-type: none"> • Information introduces globalisation. It positions Europe as a strong example of regional

¹⁵⁶ Please refer Annex 5a: Best Practice case studies (Based on the 'Passport to the EU' document)

	<p>subsumed</p> <ul style="list-style-type: none"> • Compare the basic notions and milestones of the EMU • Assess the democratic history or the euro project • Assess the democratic features of the EU • Evaluate the benefits of the euro 	<p>integration and the euro as an important demonstration of this integration.</p> <p>Online and downloadable elements</p> <ul style="list-style-type: none"> • PowerPoint presentations are included that introduce information and perspectives on globalisation and the euro. • Worksheet 1 discusses globalisation with reference to the PowerPoint presentation. Pupils are encouraged to think about ways in which they are connected to people in their country, Europe and the world thinking about shared values and shared experiences. • Worksheet 2 Focuses more particularly on the integration of Europe. It introduces basic information on the single market with many illustrations and a level that pupils can relate to. For example, looking at how the internal market affects them in terms of networks such as rail transport and the postal service, and how the EMU is an extension of the internal market. • Worksheet 3 explores cooperation among European countries. Students are encouraged to play a strategy game such as the prisoner's dilemma¹⁵⁷ which highlights the benefits of cooperation.
<ul style="list-style-type: none"> • Citizenship • Economics • History 	<ul style="list-style-type: none"> • Identify the concept of the 'euro' as a replacement of the national currency it subsumed • Define the euro as a product of European cooperation/EU integration • Evaluate the benefits of the euro • Have discussions on basic economics notions relating to the euro • Compare differences between euro 	<p>The euro and political literacy</p> <ul style="list-style-type: none"> • The story of the euro as an EU project. Pupils should learn about how principles of democracy are applied on the EU level – i.e. how elected governments represent their people, and the parliament is made up of elected representatives. They learn about these processes with respect to the adoption of the euro • Lesson plans instructs the recreation of a simplified Maastricht treaty debate, whereby each pupil (or small groups of pupils) play the roles of a country – introducing their motivation and their concerns for joining the euro • Country worksheets should introduce perspectives on the euro from each country – pupils can study these before they perform their roles. The arguments should be basic – i.e. thinking about the positive aspects of the euro such as the ease of travel and competing against the dollar versus the loss of a national symbol. • Final worksheets and Teacher guidelines will introduce the latest chapter on the euro

¹⁵⁷ <http://www.worldbank.org/html/prddr/trans/julaug99/pg18box.htm>

	area and non euro area countries	<p>and the story of the Member States that are bound to join the euro when conditions are met as part of their agreement in joining the EU.</p> <ul style="list-style-type: none"> • Worksheet: Pupils plan a simplified EU budget. They are given information on different country needs, pan-European projects, the year's priorities etc. Alternatively pupils could decide on a project proposal for their town in line with the EU's theme for the year¹⁵⁸ • A role-play activity could feature, where pupils play the roles of European Institutions.
<ul style="list-style-type: none"> • Foreign Language 	<ul style="list-style-type: none"> • Have discussions on the dynamics of travelling in Europe and using the euro • Compare differences between euro area and non euro area countries • Have discussions on basic notions relating to the euro 	<p>Foreign language section</p> <p>Online elements</p> <ul style="list-style-type: none"> • Pupil forum: For more advanced students, communication with pupils in other countries should be facilitated by providing a facility for them to write letters to each other in a foreign language. The letters could be on a particular theme relating to money, such as 'what to do with € 1 million', 'my proposal for the EU budget', or an 'application for funding to carry out a town project'. <p>Downloadable</p> <ul style="list-style-type: none"> • PowerPoint presentation introduces foreign language terms to do with buying and selling • Worksheets are available to be filled in by pupils – they must fill in dialogue blanks by e.g. asking how much something costs, asking for quantities of items and working out how many euros they need. (This section could also be relevant to 9 – 11 year olds depending on how advanced language skills are).
<ul style="list-style-type: none"> • History • Citizenship 	<ul style="list-style-type: none"> • Compare different cultural, historical and geographical features of European countries • Identify the concept of the 'euro' as a 	<p>History of the EU and the history of moneyThe story of the EU</p> <ul style="list-style-type: none"> • Descriptions of historical European moments or periods. Descriptions must be short, politically neutral, with a high visual content and centred on the map of Europe.

¹⁵⁸ i.e. 2010 is the year for Combating Poverty and Social Exclusion

	<p>replacement of the national currency it subsumed</p> <ul style="list-style-type: none"> Define the euro as a product of European cooperation/EU integration 	<p>Online and downloadable elements</p> <ul style="list-style-type: none"> PowerPoint presentation describes the events and periods. A class activity/worksheet involves putting the periods/historical moments in order through an interactive timeline page. The historical timeline will bring out the importance of the coming together of Europe and will place the founding of the euro as a key achievement and symbol of this integration. A second worksheet discusses the history of money, describing key periods such as the use of 'commodity money', early use of coins, gold, the role of banks and goldsmiths, bills of exchange and modern money history such as the floating of the US dollar and finally the creation of the euro. Links are provided for other online historical resources.
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Age group: 14 to 18 year olds		
Subject	Learning outcomes	Tool themes and formats
<ul style="list-style-type: none"> Economics Mathematics Citizenship 	<ul style="list-style-type: none"> Compare the basic notions and milestones of the EMU Have discussions on basic notions relating to the euro Define the euro as a product of European cooperation/EU integration Evaluate the benefits of the euro and debate drawbacks 	<p>Section on the euro and EMU integrated into economics teaching. Worksheets will address the topic in different levels of complexity. Thus teachers can choose material according to the ability of their class (with younger pupils likely to only cover the basic worksheets).</p> <p>Section 1 (14 – 16): Home Economics - Pupils learn about managing money and personal finances</p> <ul style="list-style-type: none"> Worksheet 1: Pupils manage a family household. They have to make decisions on how to spend money – i.e. weighing up the costs of long term investments vs short term needs. Worksheet 2: Pupils learn about the roles of banks and make calculations on interest rates and investment decisions. <p>Section 2 (16-18 / Vocational schools): What is the EMU?</p>

		<ul style="list-style-type: none"> • Worksheet: Pupils learn about the different stages of the euro and the EMU, the conditions of joining the EMU and governance of the EMU – including mMember Sstates and EU actors (European Council, European Commission, Council of Europe, the eurogroup, ECB). The worksheet includes a range of questions including simple facts and questions for discussion and debate. (Tthis section could also be linked to the ECB’s children’s page to explain concepts such as inflation). <p>Worksheet 3: Governments and their budgets, and how they work together under the EMU. Section 3 (16-18): The economic crisis and Europe’s management in the context of the EMU</p> <ul style="list-style-type: none"> • Worksheet: Pupils are encouraged to research economic management in the press and identify the key actors in the management of the euro currency. • A press pack (of clippings or links), as well as links to the DG ECFIN website should be provided to assist this task. • An activity could be to construct a time-line of the economic crisis, identifying the actions taken by European actors at different stages, and to compare the impact on the euro to that of other currencies. • Online activity: A final task could focus on a ‘pseudo stock-exchange’ whereby pupils are allocated with a sum of money that they must invest in companies or currency markets on the DG ECFIN educational site. The class would monitor how their investments grew over time, and how prices would react to trends in buying and selling. The markets could also experience sudden shocks whereby the class loses money. The activity could be performed over the course of a single lesson or several. The programme relies on DG ECFIN being able to develop a fairly sophisticated programme.
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7. Budget implications

7.1. Feasibility of the DG ECFIN budget

At the second Monitoring Committee of independent experts, it was agreed that an estimated budget of €300,000, as indicated by DG ECFIN to the Consultant, would be **sufficient for the initial phases for development and dissemination of pedagogical resources on the euro and EMU**. It was estimated that approximately **one third of this budget would be consumed by the translation of the pedagogical resources into every official language of the European Union**.

However, it is possibly that **the implementation of all recommendations provided in sections 5 and 6 of this report will not be feasible in the immediate term** (See table below). Should DG ECFIN wish to expand its role in euro and EMU education; it will need to secure more permanent funding.¹⁵⁹

7.2. Measures to ensure a cost-effective approach to the development and dissemination of pedagogical resources on the euro and EMU

Section 5.5.3 outlines aspects of a cost-effective design of DG ECFIN's dissemination strategy which includes:

- Availing of using existing educational communications and dissemination channels (European educational networks, synergies with DG COMM and DG EAC); and
- Focusing on free dissemination channels and publications for the promotion of the tools (e.g. national ministry newsletters; European and national teacher associations' newsletters; free educational events and educational press initiatives).

However, these measures may not be enough. Additional means for reducing the budget are outlined below. They should be secondary considerations if budget challenges are met. The associated risks with each measure are also outlined.

¹⁵⁹ The Consultant and DG ECFIN agreed that this was an internal matter for future discussion within DG ECFIN

Budget reducing measure	Associated risks
<p>Disseminate resources to a limited number of target countries (as opposed to all 27 EU Member States)</p> <p>Countries could be selected on the basis of criteria according to objectives¹⁶⁰ prioritised by DG ECFIN.</p> <p>This group could then be expanded to all 27 EU Member States when feedback has been incorporated and more funds have become available.</p>	<ul style="list-style-type: none"> • Budget may not be available for the second dissemination and promotion phase where more countries are included. • Chance of resource being adopted in some countries may be reduced. • DG ECFIN would need to justify the reasons for selecting these countries (and the reasons for not selecting others). This may be politically difficult. • Including more countries in a second promotion phase would leave little time for a sufficient incorporation of feedback from the first phase. • Using multiple promotion phases would increase the risk of the dissemination not being aligned to the academic school years.
<p>Select a narrower target age group (e.g. either the upper primary or the lower secondary school group). Alternatively the age groups could be targeted in two different phases.</p> <p>This could allow for a more targeted approach to stakeholder engagement (for example, networks that only communicate to upper primary/lower secondary teachers could be targeted). Feedback could then be incorporated to improve the second phase of dissemination and promotion.</p>	<ul style="list-style-type: none"> • Budget may not be available for the dissemination and promotion phase targeted at the second age group. • Fewer pupils can be reached by the resource. • Introducing a second dissemination and promotion phase would leave little time for a sufficient incorporation of feedback from the first phase. • Using multiple promotion phases would increase the risk of the dissemination not being aligned to the academic school years.
<p>Use an existing feedback/sharing forum, such as the eTwinning forum, rather than a dedicated DG ECFIN forum. This would reduce development, production and maintenance costs.</p>	<ul style="list-style-type: none"> • DG ECFIN has no exclusive editorial control over the content of this forum. • DG ECFIN would not be able to engage as effectively with their stakeholders (depriving stakeholders of the opportunity to provide feedback for the continuous development of the resources).

¹⁶⁰ For example, DG ECFIN could prioritise: new EU member countries that are due to introduce the euro; euro area countries where Eurobarometer reports demonstrate less positive attachment to the euro or; a group of countries that are representative of the segmentation groups (feedback could then be applied to other countries according to their segmentation group).