

***JEAN MONNET CONFERENCE:***

***20 YEARS OF SUPPORT FOR  
EUROPEAN INTEGRATION STUDIES:  
FROM THE JEAN MONNET ACTION  
TO THE JEAN MONNET  
PROGRAMME***

Presentation: “History of the Origin of Jean Monnet  
Action”

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## **I) FIRST POINTS**

Dear President and friend, Prof. Lopes Porto, my respectful Director of Jean Monnet cabinet, Mr. Jacques- René Rabier, my appreciated colleague and mate in so many experiences, Prof. Marescay, my dear friends teachers Jean Monnet in different areas of knowledge. You develop your different teaching and investigation activities in different universities around the world, Misterys and Misses taking part in this conference about Jean Monnet, I wish my first words could be to remind and recognise a whole area, the first ages, that was oriented, in that way, vehement it was; even though it had enough quiet, it was directed to the creation and power of the Jean Monnet Action, whose first twenty years of excellent development we are celebrating in these days.

I was commenting this morning with our colleague, the ex president of the European Parliament and the actual President of the University Council for the Jean Monnet action, Jose Maria Gil Robles y Gil Delgado, how to count the times in which this conference was to be mentioned in the chamber where we celebrated the sessions in name of Jacqueline Lastenouse. In fact, we concluded, it would be non- countable, due to the effort and the vocational intensity of the action, starting this project that meant the Jean Monnet Action.

In that way, I have also the satisfaction to mention his name roundly, because of the affect and friendship we have since 1977, the year in which I was lucky to meet her, working- as I will always remind her- and I was a young student with a scholarship from my country in the European College of Brujas. Continue, please, and I promise no to mention again the objective circumstance of my personal relation with our dear friend Mrs. Lastenouse, my nostalgic remembering of all those preparing years of drawing which were to be the Jean Monnet Action; at the same time of my recognising without troubles of the persevering work made by her, civil servant of the Commission, looking small, but with big professional qualities and a great vision that made possible trust on the objectives she presented in front of the academic and scientific European community during the eighties. A big kiss from all my colleagues and me also, to acknowledge infinitely all the work well done that you left us.

But before that I referred to those ages, in which I remember also other important names. They were names of civil servants and teachers that, during the eighties, invested everything or a great part of their activities in joining together teaching and investigating with the European construction. It was necessary to move the Academy to the communitarian

institutions; that's why it was necessary to search for different skills to make possible that movement. To this important labour the efforts of everybody were linked, and at the same time, Jacqueline Lastenouse, great impeller and designer of the Jean Monnet Action, former General Secretary of the European Commission and first president of the European University Council for the Jean Monnet Action, our dear friend and always remembered with great respect and friendliness, Emile Noel, with the effort made by the teachers Antonio Papista, Jacques Bourrinet, Malcom Anderson, H. Rasmusen, Gautron, Stefanou, Herbk, Du Moulin, Muller Graft, and probably, some others that in this moment I can't remember, so I pray for excusing me.

From the civil servant part I have to mention also Beatrice Miege, Luciano di Fonzo, and, in general, all the young people contracted, expert, and holders that composed the initial office to start the Jean Monnet action. Their professionalism and believing in the project made possible the beginning of it. From here, mi careful remembering and my acknowledge.

In other part, I have to comment also the fact that, if something begins right, this will continue better. And that's what has happened in this case. For that reason, apart from in the first ages, it is necessary to outline the actual ages and that had its beginnings when Mrs. Lastenouse got retired and another big civil servant arrived, Belen Bernardo de Quiros, that even though she was young, she introduced an important professional experience, and that impuled and restructured all the structure in 2000 of the Jean Monnet Action, to build a solid building, ready in exterior and interior structure, and that proposed as results more important results: the consolidation and transformation of the Action into an essential Jean Monnet Program according to the European Union. It presaged really good results in the future and will be able to offer around the world, a solid instrument that will provide a contribution, with no doubts, to the European thinking and to dispose the most necessary media to make the European citizens take part in the objective "more Europe".

Yuri Devuist and the rest of the Office support all this exceptional labour, leaded by our friend Belen Bernardo de Quiros that, under the shadows and with a lot of effort, carry out with an enormous success their work. It must be said that they are not so much, even though it seems they do, due to the huge amount of work they do and the amazing results they achieve. To all these people, our recognising, support in everything we can, and acknowledge because of their efforts searching for the best aspects to improve the Jean Monnet Programme looking at the future.

## **II) TEACHING AND INVESTIGATION ABOUT EUROPEAN COMMUNITIES IN NEW JOINED COUNTRIES: THE CASE OF SPAIN**

We should go back to previous ages because the work I have been commended to consists basically in reminding a bit the story and the beginnings of the Jean Monnet Action for a nostalgic remembering of some of us and to know from the most young that, perhaps, didn't live those ages, a bit far, and in which, thinking about the future, the present was being designed, but with lots of difficulties.

I remember, as if it were two or three years ago that this happened, that is, with a nostalgic approximation in the past time, as they were in the vast majority of cases, the Centres of European Documentation created in different European communities, the most useful instruments that, the European Commission made available to the teachers of every country so that we could, in an easy way, become nearer and study the communitarian reality, making it possible because of the plural character of the information that from those centres it was generated and was disposed, free of charges, to the Universities with the C.D.E. status, either directly by the European Commission, or through the Realising Service of the European Communities set in Luxembourg.

It can be said with rotundity that, at least in the countries that were candidates at the end of the seventies and until the end of the eighties, to become full members in the European Community, which means that at the end of the eighties we were just arrived countries to the European community, the endowment of our Universities of European Documentation Centres and their starting was an important and definitive pushing to the information and knowledge of the European construction in a wide spectrum, that wasn't reduced just to the university campus, but also to the Laboral world, syndical world, professional world, and citizen world in general. The C.D.E. were a point in the essential support in those first years.

I could reach now the experience from my own case in the University of Alcala (Madrid), even though I'm not going to do it in order not to get bored. Let me mention just two names, people without their trusting, help, and friendship it would have been impossible the creation of C.D.E in the University of Alcala, and, after the beginning of it, in a parallel way, the beginning and full activity of the first Centre of European Activities in the area of Spanish Universities, in the University of Alcala in 1978. These two people to whom I wanted to refer are the Spanish ambassador D. Alberto

Ullastres and that actual Counsellor of the Commissioner Figel, Mr. Jean Claude Eckhout.

These both people, with their support on my project, made possible the fact that, the 1<sup>st</sup> October 2009 we could have celebrated the 31<sup>st</sup> anniversary of C.D.E. in the University of Alcala. To celebrate this, I have had the great honour of coordinating a work in which almost seventy authors take part, and it has just appeared in the bookish world (Jurua, Lisboa, 2009), that under the title “Thirty years of European integration” have a look at the realities that, actually, we have from the European construction; and at the same time, it looks back to reflect the importance of the things happened in the decades of the past experienced.

In that way, we can say that, in the Centres of European Documentation that were built by the European Commission, in the vast majority of the Universities that in those ages asked for it and that were compromised to do the necessary media, that is, the necessary places with European entity and character. Because of that, apart from the consagrated spaces to the Libraries of the university, the civil servant services of documentalists and another support personnel, etc... the played an important role in the extension and diffusion of the plural information of the rich and wide communitarian topics. Apart from that, we can feel the fact that, in a great part of the cases, the beginning of the C.D.E. was derived to the apparition and development of the Centres of Institutes of European studies that had the efficiency of offering the teaching of Courses, Seminaries, and Masters about different aspects of the European integration, which brought the knowledge and learning of the communitarian reality in the Universities and out from them during different decades and it still continues.

Naturally that a lot of difficulties were initially produced for those who were involved in the labour of diffusion of knowledge in the area of Law, Economics, Political Sciences, History and Culture in the level of European integration. We weren't a numerous group, even though we wanted to fight to achieve the implantation of knowledge in the matter of European Communities. As I say, those ages were difficult and full of obstacles. The difficulties mentioned previously found in the first years, were due to two reasons

In the first place, the enormous and generalised non- knowledge of the communitarian topic between the citizens of the just arrived countries, and particularly, between the Universities were, unbelievably, it was produced the blocking against the entranced of knowledge in communitarian matter, just because there was a big ignorance between the teachers. And that made

very difficult the academic area. Unluckily, that was the normal topic and aspect in those ages.

In the second place, the great rigidity that had the then study syllabi, after all in Law. It was impossible to plan different modifications in the Law syllabus, that dated back to 1953 and that seemed to be untouchable in their curricular components. It contained what was considered necessary thirty years ago and was considered as essential to reach certain theoretical and practical knowledge to guarantee the necessary formation to practise law in a wide sense. After that, it was difficult to make the academic world understand that we were coming into another juridical space that, apart from the acquired knowledge in the different faculties, it was required some information and formation characterised by the own distinctives of a juridical order that took as a reference the supranational aspect, that means, the actual Communitarian Law, which involved the whole juridical specialisations studied in the degree of Law. That made necessary the introduction of important changes in the 1953 Syllabi in every faculty of Law in Spain.

The strength and coherence of that facts made that, in the year 1990, there had been a modification in the Syllabi of the Degree of Law, incorporating as a compulsory lecture Institutions and Communitarian Law. At first, with six credits, sixty hours per year, and a few years after, nine credits, ninety hours to develop during the third year of the degree.

In this order of ideas, we should remark that, the inclusion of the lecture Communitarian Law in the new Study Syllabi that began in 1990, was at the same time that the beginning of the Jean Monnet Action. The coincidence in dates make easier the incorporation of communitarian law, and in general, of other branches of Science benefited by the objectives and aims of the Jean Monnet Action, to the new study programmes that were initiated in different Spanish faculties. But not in every faculty the entrance of new study plans was made, due to the great amount of students they had and the difficulties derived from the circumstance previously signalled, that made impossible the location of these in the spaces or classrooms destined to the teaching, because the different lectures had been notably increased.

In fact, creating new lectures, no matter the kind of lecture they were, compulsory, optional, or free election lectures, came to enlarge the study and attention, in different areas, of the European Communities Phenomenon, incorporating a great amount of teachers that, in a progressive way and attending to the offers of the European Community, in the progressive and annual summons of vacancies, courses and Jean

Monnet modules were produced, as I said, since the year 1990. In those first ages of summon, numerous teachers were oriented, everyone from their particular perspective in their area of knowledge, to a dedication, just in exclusivity, in the majority of cases, to study, teach and investigate the process of European integration in their different areas and aspects.

The Jean Monnet Action stimulated, essentially, the teaching of different teachers in different European Universities, to dedicate them to teach law, economics, history, and political sciences, in the area referred to the process of European integration. But also, in those first ages of the nineties, the European Commission made possible and supported with the modality of the “Investigation Projects”, the different investigations in course, or the new projects that were being prepared by teachers that had achieved some kind of status in the Jean Monnet Action. This fact was really significative and help in a financial way in the realisation of different scientific status of great importance and that, different investigators that belonged to different universities set in different States members of the European Union and, even other countries, all of them with a common interest in studying and investigation.

### **III) THE CREATION OF THE JEAN MONNET ACTION**

The beginnings of the Jean Monnet Action was used to stimulate, certainly, the progressive apparition of juridical, economical, poliological, cultural, and historical matters, always into the communitarian field and that were incorporated, in different ways, the proper studies of different degrees in different European universities, firstly, and afterwards, in the rest of universities of the world, just because it included the totality of universities and centres, public or private, from different continents.

Undoubtfully, as we said before, the creation of the Jean Monnet Action was an important mobilisation of teachers, investigators and universities of every kind around the whole world. The study and deepening in European contents was dug, and was necessary to invent and start the Jean Monnet Action to become the necessary skill to impulse it, that means, the interest and knowledge about European topics in every matter, to the academic medium from a professional perspective.

The awakening interest was turning “in crescendo” through the years and the summons were being produced, even though since the first year the Jean Monnet Action was really successful and reached participation rates from universities and teachers specialised in different European topics that saw their efforts compensated, and sometimes, their personal efforts, thanks to the logistic and economic support that came from the European Commission, and that was a fundamental nest for the Universities, which had their opportunities to stimulate and orientate in their centres and classes the teaching of different aspects that were full of European integration. Big illusion to begin different European projects that began to evolve the academic activity of different teachers that had in every moment the support of their own universities to maintain their ideas and purposes commented in the Jean Monnet Action.

We could affirm that, the creation and beginning of the Jean Monnet Action, in every variety, had an initial objective, confirmed year by year, promoting in a progressive and prudent way, the teaching and investigation of the European Communities since the four aspects that, from the beginnings, were considered as pillars of the widest European knowledge, that is, Law, Economics, Political Sciences, and History. In this context, and from the beginning, the Jean Monnet Action was considered for the University Medium the most cute context and the most correct reference to approximate in a more exact and serious way the covering that was needed since the nineties in different studies about the process of European construction that was being required to develop and that, essentially, consisted of passing from the old European Communities to the European Union actually functioning and expanding.

The political context was the most correct and the most correct answer was to be produced, to be able to incorporate to different teachers and investigators, whose experience in the analysis of European topics was also essential to support the growing of the new projects to begin in Europe around the continuum growing of the integration process. In that way, the beginning of the Jean Monnet Action meant, as we said previously, the last pushing to vinculate, even more, the necessary process to expand the group and the tradition of the academic European medium, attracting to the European integration phenomenon the whole strength and illusion that had the European universities and from other parts of the world, through different teachers and investigators that were vinculated to different modalities of the Action, that is, the Chairs, Courses, Modules, and after those, the Poles.

As we can imagine, the process wasn't easy and a lot of problems appeared. With lots of patience and prudence we faced and resolved each one of them, case by case, with their own peculiarities, even though, luckily, we amended all the problems, and the Jean Monnet Action maintained year by year, its importance and big attractive in its summons in Universities from all the world.

One of the problems we are going to remember, and that in those first ages was a big difficulty, was that about the own admissibility from different categories of teachers. That was due, essentially, to the use of the word "Chair", that in some countries, provoked some internal debates in the university field, that came to be, in some cases, the difficulty in the legal use of the chairman denomination to the teachers that were nominated to those "Chairs", being in the own summon of the Jean Monnet Chairs a clear aspect, from the first time, symbolic Chairs and that, consequently, wasn't national chairs according to the academic categories of every state. Afterall, that wasn't understood by some teachers from different countries that seemed to be angry by the use made of the words "Jean Monnet European Chairmen" to designate the teachers that were owners of an European Chair.

We have to say, in this order of ideas, even though we should forget it and leave it apart in a library, the fact that, in every country, a certain Department of an important public University, it was elaborated and offered to the Rector, the maximum academic authority, an official paper, in which some people denounced not just the use of the specific denomination of Jean Monnet European Chairmen that was used by the Titulars of the Chairs (symbolically), that implied the inadmissibility of the categories of teachers made by the Jean Monnet Action in their summons, but also, in that way, it was formulated some allegations about the non-competence of the European commission, in the area of European institution, and also of the own European Communities, in the area of the supranational organisations, in the matter of education. As it had no competences in the area of teaching, the summon and adjudication of Jean Monnet chairs made by the European Commission, was thought to lack the necessary legality. Anyway, as I said before, this chapter should be forgotten from every academic areas, and luckily, today is completely useless, because it was just an old university aspect and a blindness in the thinking of some people that had a relation with the capital sins, in my opinion.

After all, and apart from some other incidents, like the one related before, the university community not only accepted the beginning of the

Jean Monnet Action, but also took part actively in its execution, since the first time, making a compromise with the European Commission to maintain the European teachings that were being incorporated to the different syllabi of the different degrees, not only in the years that were fixed as minimum in the annual summons, but also they were widened in time and “sine die” in the vast majority of cases and in the universities that took part in the Communitarian Action, that made possible that, actually and after twenty years of experience, we can insist, one more time, in the important role made around the University Community by the Jean Monnet Action with its different modalities, specialisations, and categories, now extended around the world and that ensure an approximation and a more elevated knowledge of the European modality, according to its process of integration.

#### **IV) SOME INITIAL RESULTS**

It can be said, that, from the group of actions that were made in those first ages of the Jean Monnet Action, it can be signalled a series of interventions that brought the manifestations of appropriated behaviours to be remarked now, as they were determinant, of the great success achieved after that through different years with the development and projection of the Jean Monnet Action. In fact, we can say that was produced:

- 1) Firstly, the creation and beginning of the first Teachers Net, and also the pushing in coordinated investigations.

In fact, this common initiative presents as a first achievement the favouring of the apparition of groups of expert and specialised teachers in different areas, which will be organised in a way that their works can have a wider visibility and the results achieved could offer a biggest influence in the scientific world. In truth, the activities that were made through these nets of academics and investigators in those first years had an enormous traffic in certain questions, which, in different ways, was treating to impulse or answer, according to the case in those moments. The groups that constituted the first teachers and investigators nets around the communitarian initiative directed by the commission had certain funding and the logistic support necessary to formalise and conclude its actions and results with lots of success and the vast majority of the cases.

An important example of this event just mentioned was the constitution of the group Mediterranean Group, also known as the 4+1

Group. This group was formed by teachers from France, Italy, Greece, and Spain plus Portugal, and developed during a long time a very important labour in favour of the then strange and difficult relation between the European Community and the Mediterranean countries. I remember with nostalgia the long sessions of work of the 4+1 group. The group, as I said, was formed by lots of teachers interested in the Euromediterranean Theme; although, their main protagonists were the teachers Jean Claude Gautron, Dario Velo, Constantin Stefanou and Paulo Pita e Cunha. I also took part actively in the actions of the group. In that way, we formed the Mediterranean Group that, between other actions that deserve to be mentioned, was before and cause of the Barcelona Process that was set a few years later.

Another example that deserves to be remarked was the IELEPI Group, this time constituted in order to work around the relation, almost invisible then, and that began to be formed, between the European Union and Latin America. The group of teachers and investigators was being formed on the base that was destined to, since 1993, the European- Latin American Institute for the Integration, that was created by the order of the European Parliament and the Commission with a group of universities and teachers from countries of the European Union and Latin America, and that was born as a result of a Congress organised by AUDESCO, that means, ECSA- Spain in Granada (Spain) in 1992. The group IELEPI that is still functioning, has developed an intense activity in the area of relations between EU and AL; in fact, since the juridical, social- economic, politologic, and historical- cultural perspectives. Probably, from the wide group of actuations that the IELEPI has resolved, we should remark, in those first ages of the Jean Monnet Action, the creation and constant pushing of ECSA- Latin America.

I still remember as something really near, the meetings we had in Granada, as a result of the 2<sup>nd</sup> IELEPI Congress, in the year 1995, from the part of Emile Noel, from another one, Jacqueline Lastenouse, and from another part, me myself in the role of President of ECSA- Spain. The objective of those meetings, between meals and the sessions of the Congress, was the achieving of the support of the European Commission and the European University Council for the Jean Monnet Action, to achieve the initial sponsorship of the ECSA- Latin America. An agreement was achieved and ECSA- AL was born in Asuncion (Paraguay) in a constitutive meeting, to whom fifty teachers assisted from different Latin American countries, specialised in the European integration and other process of regional integration, in the year 1996. Once the objective was achieved to constitute the ECSA- AL, IELPI continued decentralising, by

countries and regions, the apparition of ECSAs with national character in Latin America, and afterall, in those countries of biggest dimensions, either geographically or because of their population. In this order of ideas, it came firstly the creation of ECSA- Brazil, and a little bit later, ECSA- Argentina. A few years later appeared ECSA- Mexico, ECSA- Mexico, ECSA- Chile, ECSA- Andina, and ECSA- Central America, and still nowadays, people are working to create other ECSAs in Peru, Colombia, Bolivia, etc... And all this started from the IELEPI net of teachers and investigators. A marvellous historical way.

- 2) In the second place, the direct objectives of the European Commission that was starting to serve as an incentive to mobilise the actuation of the Jean Monnet Chairs. It was searched the mobilisation of the Groups of Jean Monnet Chairs to impulse the creation of teachers nets oriented to the deepening about different areas of attention with preference from the part of the European Commission. In this way, it was numerous the groups that were constituted in those first ages of action of the common Action.

We can cite now, as a paradigmatic example, the meeting that happened in Seville (Spain), during the month of May 1992, due to the Universal Exposition that was celebrated in that city. As I was president of ECSA- Spain and I was also a member of the first round of Jean Monnet Chairmen in my country, I received the order, a bit curious, but also very attractive, from the European Union, that now I am going to explain to you.

In fact, I suppose that due to my condition previously mentioned, one day in the month of April I received a phone call in which Jacqueline Lastenouse wanted that I accepted the labour of preparing the celebration in Seville of a meeting with all the Jean Monnet Chairmen in order to analyse the concept of European Citizenship, trying to define it and making the contents of it in the area of rights. The set had to be Seville, because it was the city of the Universal Exposition in 1992, and that meant a clear incentive in order to attract people to assist to the meeting a numerous group of significant enough of Jean Monnet teachers, being able to offer good conclusions to the European citizenship debate that was open and without any clear content in the area of results in a communitarian scale, since the topic was presented by the President of the Spanish Government, Felipe Gonzalez Marquez in the European Council. The objective was meeting some Jean Monnet teachers to deepen in the topic of the European

citizenship and about the rights of this one in the area of citizens of the state members.

I remember that, in that moment, we were about 46 Jean Monnet Chairs. Rapidly, I started to call different teachers to know how many could go to Seville and, immediately, the most difficult aspect, that means, looking for housing in the city for all the participants. I can assure that once I knew the exact number of participants- 32 teachers confirmed by the European Commission,- I had to search for some contacts in a highest level to find out the place where to host the assistants of the Meeting in Seville. Finally I achieved my purpose in some stables refurbished and habilitated for this occasion in small rooms and offered by the own Presidency of the Spanish Government. Don't think that was easy, even though we could resolve the logistic problem that was presented due, fundamentally, to the era –month of May- in which we had to celebrate our meeting.

The development of the meeting is something I'm not going to detail, because, as you can imagine, I don't want that you can get jealous of my past. The setting, Seville; the month, May, in the middle of the Spring, with a marvellous weather and a smell like orange constantly through the streets, that was the way to enjoy, and to work just a bit in the mission we had by the Commission and that was the reason of our meeting in Seville. In fact, the hours and the days passed and nobody thought that the Commission was waiting for the conclusive result of our discussions and academic debates about the European citizenship and the rights of it.

I can't remember in this moment the name of the thirty- two Jean Monnet Chairmen that took part in the Meeting in Seville, even though I think we can mention some important part of them. I will evoke the presence of the following teachers, asking for anticipated excuses to those that now I can't remember:

- J.C. Gautron.
- Kniping.
- Pita e Cunha.
- M. Bernard.
- J. Bourrinet.
- Müller- Graft.
- C. Stefanou.
- J.A. Jáuregui.
- H. Labayle.
- Marescau.
- A. Sánchez Bravo.

- J.M. Casado.
- H. Rasmussen.
- A. Papisca.
- J.M. Aguera.
- Malcom Anderson.

Well, I can say that, in my role of host of the meeting, I was really worried about not to obtain any good results, because of the “environment” that we enjoyed those days that, they seemed to be of enjoyment in the Universal Exposition. But, after all, I have to manifest in public that I was wrong, because at the end of the second day of the three of the meeting, I remembered the objective of our mission, and the teachers enroled seriously in the intensification of their ideas about the topic we were debating, offering all kinds of answers and proposals that, afterwards, in an ordered and scientific way, were transmitted by the Commission from the hand of elaborated conclusions reached by the Jean Monnet Chairmen about the European Citizenship, its concept, and the group of rights that consisted of, at least initially. We can confirm that the success achieved with the initiative of the European Commission had been marvellous, being useful also to intensify the interpersonal relations within the Jean Monnet Chairmen in those first ages, some of them still last between us.

## **VI) AS A KIND OF CONCLUSION**

Well, taking into account everything that has happened, I think I should finish, and I will do it with some ending reflections that, having themselves the experiences and the first story of the Jean Monnet Action, they can be useful to link the past and the future of the Jean Monnet Action. The observation of the knowledge usually tells us how and where we can draw the behaviour and the later actions. As a consequence, the rich experiences past during the activities of the Jean Monnet Action should constitute the solid bases over which we must build the Jean Monnet Programme in order to develop it correctly and to achieve a better efficiency of it.

In this order of ideas, we should remember that, looking at the future and on the pillars of the accumulated experience, there is as a kind of reality a big potential with which we should:

- Fomenting the creation of thematic groups. As an example, the European integration as a model of other integration processes in Latin America and Caribbean Sea. In that way, the Common Market

from the South (MERCOSUR), the Andine Community of Nations (CAN), the Central American Community, or the Caricon.

- Pushing the creation and the maintenance of Teachers and Investigators Nets, either through Associations or any other medium; in the same way, about the necessary support and potentiation of the Quality Centre. In conclusion, it would foment and promote the apparition and maintenance of the previously mentioned nets, and in that way, progressively, we could achieved an stimulation in the generations of groups of teachers that could look for the excellence and that could have some common objectives, either in Europe or in Latin America and the Caribbean, Asia, USA and Canada, or the Mediterranean Sea.
- Promoting the “use” of the Jean Monnet Teachers- that actually they are more than 700 around the world- either by from the States that develop their scientific and teaching work as usually, and also different institutions, organs, and centres such as the European Union. This last one take in consideration the Jean Monnet Teachers that this must be realised on the base of the possession from these and an elevated formation, wide knowledge and a deep and strong accumulated experience in communitarian topics.

In this order of ideas, we could conclude insisting in the fact that it resulted absolutely essential the creation, and the most important, the support to the consolidation of Support Groups, and the support, integrated by true specialists with a Jean Monnet Status, in a plural way, that can develop the own functions of counsellors and experts in different topics that can affect the communitarian life. Those supporting groups of Jean Monnet specialists must be taken advantage- due to the economic inversion realised on them- by the Institutions, organs and centres of the European Union. In other words, misters responsible of the institutions, and organs of the Union, Jean Monnet Chairmen, we feel ourselves “under-used” and we want, one more time, to be ready to give support to you to work in collaboration in everything we think could be useful due to our knowledge and experience of professional character. We consider that a correct skill is the constitution of the sectorial Groups of teachers and investigators in communitarian topics that, at the same time, could organise great nets of knowledge in the matter of integration.

Thank you very much.