

Education

What do I need to know before I start?

Although it was only following the entry into force of the Treaty of Maastricht in 1993 that the Community acquired an explicit competence in the field of education, various actions in this field were initiated in earlier times, resulting in some cases in legally binding directives and regulations. The basis for early actions in this field was the EC competence in relation to the freedom of movement for workers. Indeed, this freedom could only be guaranteed if there were rules providing for proper access to education for children of European migrants. The general aims of educational policy are: to prevent school failure and social exclusion of pupils with special needs; to promote equal opportunities for girls and boys; to foster integration of migrants; to make access to education easier for all; to improve the quality of and attractiveness of education; and to raise the level of literacy and numeracy. The Community seeks to contribute to the development of quality education by encouraging cooperation between member states and, if necessary, by supporting and supplementing their actions.

Languages: Please be aware that although most documents available in our Archives are in French, English or German, some may be in other EU languages. In order to check the languages used in a fond, please refer to our holdings page. Additionally, some fonds may contain a few files in a language other than the ones listed in the description.

What can I find at the HAEU?

Related specifically to European education policy-building and policy-making, the fonds available at the HAEU are:

1) *EU institutions*

[Council of Ministers](#)

The inventory of the Council of Ministers's fonds does not provide a specific section on education policy but education is part of a broader social policy discussed at the European level. Linked to European universities, you might take a look into the section 'Activités de la CEEA : Recherche et enseignement' from 1958 to 1960 ([example](#) for the year 1960). The fonds of the Council of Ministers being organized by years, you need to browse the sub-fonds of each separate year to access the specific section on education. For the years after 1960, discussions related to education are closely linked to the free movements of workers; you might therefore look into the section 'Activités de la CEE : Politique sociale', organized again by years

([example](#) for the year 1962), and from 1969, in the section ‘Questions sociales’ ([example](#) for the year 1969).

[Commission](#)

Since education policy did not exist in the early years of European integration, you will not find a specific section on education in the Commission’s fonds. Education was nevertheless closely linked to social affairs in general; you might therefore look into the section dedicated to the DG for Social Affairs - [DG V Affaires Sociales](#).

[European Parliament](#)

The Parliament’s fonds include two sections ‘[Commission de la jeunesse, de la culture, de l’éducation, de l’information et des sports](#)’ and ‘[Commission de la culture, de la jeunesse, de l’éducation, et des médias](#)’ that include respectively the proceedings and the reports of the parliamentary committee for youth, culture, education, information and sports, during the Parliament’s first legislature (1979-1984) second legislature (1984 – 1989) and third legislature (1989 – 1994).

In the collection of Press Cuttings (CPPE), you will find a specific section related to “[Jeunesse, culture, Education, Information et Sports](#)” with a selection of articles regarding this topic.

[European Court of Auditors](#)

You might find it interesting to consult the sub-fonds ‘[reports](#)’ including annual reports (1977-1997), special reports (1978-1991), opinions (1977-1997), where you can find documents such as the ‘[Rapport sur les comptes des Écoles européennes](#)’ from 1976 to 1991.

[European Court of Justice](#)

According to the nature of the ECJ, these fonds include documents dealing with judicial affairs, namely [procedure dossiers](#) and [sentences](#). You might find it interesting to consult some of its dossiers dealing with education measures.

[European Investment Bank](#)

You might find it interesting to consult the [‘projets’](#), [‘Aides, dons et subsides exceptionnels’](#) and [publications ‘sub-fonds’](#), where you can find documents dealing with funding devoted to [education and health](#) sectors.

[Economic and Social Committee](#)

As mentioned above, education is linked to the broader social affairs discussed at the European level. Similarly to the fonds of the Council of Ministers, the inventory of the Committee is organized by years; you therefore need to browse the inventory year by year, each including a sub-section on social affairs ([example](#) for the year 1962).

[Centre européen pour le développement de la formation professionnelle \(CEDEFOP\)](#)

The European centre for the development of vocational training was established in 1975 to support the Commission in promoting the development of education and vocational training at the European level. In the [CEDEFOP’s fonds](#), you can find numerous documents related to education and the development of related programmes and policies.

2) *Corporate bodies*

[European University Institute \(EUI\)](#)

The EUI was founded in 1972 by the Community’s Member States as an independent institution, with the main objective of providing advanced academic training to PhD students and promote research in Europe. You might therefore want to take a look into the [EUI’s fonds](#) to learn more about initiatives taken at the European level in the field of education beyond the realm of EU institutions.

[University Association for Contemporary European Studies \(UACES\)](#)

The UACES was established in 1967 with the objective, among others, of promoting teaching and research in European Studies within the field of social sciences, as well as fostering coordination of teaching and research between universities and related institutions in European countries. In the [UACES’ fonds](#), you can find documents elaborated by the administration of the Association, including mainly the minutes of Committees and Officers’ meetings as well as reports on the UACES’ annual general meetings.

[Centre international de formation européenne \(CIFE\)](#) and [Association européenne des enseignants \(AEDE\)](#)

The CIFE was founded in Paris in 1954 and concerned itself with education and research on European and world unification, federalism, regionalism and more. The project of establishing AEDE was elaborated during a training course of the CIFE and the AEDE was then formally established in 1956, with the aim of bringing together teachers willing to collaborate in the creation of a European federation and to learn more about European issues. You might want to look into the CIFE's and the AEDE's fonds, to know more about the initiatives they took in the field of education at the European level.

[European Youth Forum](#)

[Bureau Européen de Coordination des Organisations Internationales de Jeunesse](#)

[Council of European National Youth Committees](#)

[Jeunesse européenne fédéraliste](#)

[Youth Forum of the European Communities](#)

Beyond the bodies mentioned earlier, other corporate bodies – listed above – aimed at promoting and representing the interests of young people in general throughout Europe and towards European institutions. As education occupied an important place in the youth's interests, it might provide important insights to look into the fonds of such associations or bodies as well.

[Political Groups of the European Parliament](#)

The fonds of EPP Group (PPE) include a section for the Standing working group on Culture and education. You will find Minutes of the committee's meetings and Plenary notes for 1999 to 2004.

3) Individuals

[Emile Noel](#)

In his private fonds, you can find documents specifically related to education policy in the section '[Environnement, régions, industrie/technol., santé, éducation, citoyen 1970-1988](#)', but also in the section '[Service juridique 1974-1987 et directions générales 1968](#)'.

[Peter Sutherland](#)

Appointed in the first Delors Commission, Sutherland was among others responsible for the Social Affairs Portfolio, including education and training, and was instrumental in the establishment of the ERASMUS programme. In this context, the fonds [Peter Sutherland's](#)

[Commission Papers](#) include a specific section '[Competition, Social Affairs, Education and Training](#)' related to the role he played in the first Delors Commission.

4) *Oral History*

In addition, take a look at the [oral history holdings](#), which comprise of numerous interviews of European politicians and officials, including important figures and officials active in the development of education policy at the European level. Below, you can find a list of persons interviewed who addressed the topic of education policy at the European level.

[Brusasco-Mackenzie, Margaret](#)

[Burke, Richard](#)

[Delors, Jacques](#)

[Deshormes La Valle, Fausta](#)

[Mansholt, Sicco](#)

[Marín González, Manuel](#)

[Marquant, Robert](#)

[Mennicken, Jan-Baldem](#)

[Moreau, Jean-Charles](#)

[O'Sullivan, David](#)

[Pérez Llorca Rodrigo, José Pedro](#)

[Ripert, Jean](#)

[Ruberti, Antonio](#)

[Wilson, Barrie](#)