

PRESENTATION OF THE EXTRAORDINARY ISSUE (2017)

EUROPE 60/30:

60 YEARS OF EUROPEAN UNION AND 30 YEARS OF ERASMUS. THE COMMUNITY EDUCATIONAL POLICY AT THE SERVICE OF THE EUROPEANIST INTEGRATION PROJECT.

The year of 2017 represents two events of high significance to educators and Europeanists.

On the one hand, it marks 60 years since the signing of the Treaty of Rome in 1957 that created the European Economic Community and EURATOM; which, together with the European Coal and Steel Community (CECA), created by the Paris Treaty on 1951, were the seed of what nowadays is known as European Union.

Moreover, it is the 30th anniversary of an emblematic educational program in the center of the community policy: the ERASMUS program, which emerged in June of 1987¹.

It is known that the European Union, as a political integrational project, goes through a moment of crises following the United Kingdom Brexit, the rise of populism and antidemocratic movements or the lack of solutions towards the urgent humanitarian crises, all of which are a threat to the essential bases of the integration. However, at the same time, millions of young people which we could name the "ERASMUS generation" and for whom it is already almost unthinkable to consider Europe going back to its own nation-states and, in which, free mobility is no longer a reality. To a large extent, this consideration comes from the efforts by the European Union to promote education and training that reinforce the feelings of European citizenship.

In this crucial year, the European Commission released the White Paper on the Future of Europe² that lays out five possible scenarios from which the states and citizens of the old continent must decide.

As the Recognized Research Group on Education Policy Supranational (GIPES) at the Universidad Autonoma de Madrid, we considered essential to publish an extraordinary edition of the Journal of Supranational Policies of Education that, in a monographic way, connects all these facts, to analyze, through the Supranational Education critical perspective, the relationships between the actions concerning the sector of education and training emanated from different community institutions and the support that they have given to the European process of integration. Therefore, we hope to make a modest contribution towards a civic and academic reflection regarding those scenarios.

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¹ Council Decision of 15 June 1987 adopting a program of Community action in the field of mobility (ERASMUS) (87/327 / EEC). Official Journal of the European Communities, L series, number 166 of June 25, 1987.

² https://ec.europa.eu/spain/news/future-of-europe_es