The paper points out the phenomenon that the European Union and its integration processes is, where one of the keystones of its development is the uniting of people and states towards the common interests and shared goals through the understanding of a common idea of the European integration. From the many years of discussions regarding the origins of the European integration and the foundation of the European Union – it appears that the education and enlightenment of the society, as well as communication with it are one of the most important factors contributing to the success of the European integration processes. Understanding and being aware of on-going processes makes society feel participating in decision making towards the common idea of the European Union. The European Commission (EC) puts much effort towards the dissemination of updated information to the society through various ways and instruments. In parallel with all this a specific instrument – a Jean Monnet Action (JMA) – was launched in 1990 by the European Commission following request of many universities aimed to boost the understanding of European issues within and outside academic community, inside and outside the European Union.

The research problem analysed in this article: why the Jean Monnet Action appears as a specific instrument of the EC? Why is it important to analyse the Jean Monnet Action from the perspective of its development, and how is it related to European Union and its integration processes? What are the tendencies of the development of the Jean Monnet Action starting from its implementation and during the period of twenty years (taking into account the geographical aspect, number of actors and number of projects)?

The object of the research is selected tendencies the development of the Jean Monnet Action during the period of two decades of its implementation. The aim of this article is to highlight the main tendencies of the development of the Jean Monnet Action starting from its implementation beginning with the year 1989 and until the year 2010. To achieve the aim three tasks were accomplished: (i) to highlight the specificity of the Jean Monnet Action; (ii) to substantiate the importance of the analysis of the Jean Monnet Action’s development and its relevance to the European integration processes; and (iii) based on a secondary statistical analysis method, to identify the main tendencies of the development of the Jean Monnet Action from the perspective of a geographical aspect, the number of actors and the number of projects (starting from the Jean Monnet Action’s implementation until the year 2010 – covering the period of two decades).

The research methods: analysis and synthesis of scientific literature and EU official documents; a secondary statistical analysis. The results of the article: highlighted the specificity of the Jean Monnet Action; substantiated the importance of the analysis of the Jean Monnet Action’s development and its relevance to the European integration processes; using the secondary statistical analysis method the development of the Jean Monnet Action from the perspective of geographical aspect and the number of actors and the number of projects (during the period of 1989-2010) was analysed. The analysis allowed to identify the main tendencies of the development of the Jean Monnet Actions and to foresee further ways and trends of the research in this field.

Keywords: Jean Monnet Action, European integration, European Union, European Commission, Lifelong Learning Programme, secondary statistical analysis.

Introduction

European integration went through many stages of transformation starting from the Roman Empire until today. The European Union can be seen as a present result of all those European integration stages. However, the peculiarity of this phenomenon is the still on-going processes of integration. For strengthening those processes and for presenting the European Union as a success model of integration it is important that the society within and outside the Union would believe
in this idea and would understand it. For this reason, a big number of publication offices have been established as well as various kind of institutions and organisations responsible for the dissemination of information about the European integration in various ways and fields: spreading publications and brochures, organising events, offering free-of-charge help calls as well as consultations. In 1990, the European Commission initiated the Jean Monnet Action as a specific instrument, which is exactly focused towards the enhancement of the knowledge and understanding of European issues through teaching, reflection and debates, and through the far-reaching influence of the European Centres of Excellence and the Jean Monnet professors inside and outside the European Union. This instrument involves many of the above mentioned activities as well as boosts European integration studies all over the world with a help of the international network of the Jean Monnet Professors.


Considering the above mentioned aspects, the research problem analysed in this article has been based on several questions: why does the Jean Monnet Action appear to be a specific instrument of the EC? Why is it important to analyse the Jean Monnet Action from the perspective of its development and how is it related to European Union and its integration processes? What are the tendencies of the development of the Jean Monnet Action during the period of twenty years of its implementation (taking into account the geographical aspect, the number of actors and the number of projects?).

The object of the research is selected tendencies of the development of the Jean Monnet Action during the period of two decades of implementation.

The aim of this article is the analysis of the development of Jean Monnet Action during its implementation from the year 1989 and till the year 2010.

To achieve the aim three tasks were accomplished:
• Highlight the specificity of the Jean Monnet Action;
• Substantiate the importance of the analysis of the Jean Monnet Action’s development and its relevance to European integration processes;
• Using the secondary statistical analysis method to identify the main tendencies of the development of the Jean Monnet Action from the perspective of a geographical aspect, the number of actors and the number of projects (starting from the Jean Monnet Action’s implementation until the year 2010 – covering the period of two decades).

As the research methods there were undertaken: analysis and synthesis of scientific literature and official EU documents; a secondary statistical analysis.

Scientific originality and practical significance in the key results of the article:
• Highlighted the specificity of the Jean Monnet Action, presenting it as an European Commission’s instrument focused towards the concrete aim – to strengthen the understanding of European integration;
• Substantiated the importance of the analysis of the Jean Monnet Action’s development and its relevance with European integration processes;
• Using the secondary statistical analysis method the development of Jean Monnet Action from the perspective of geographical aspect, number of actors and number of projects (during the period of 1989-2010) has been analysed;
• Highlighted the main tendencies of the development of Jean Monnet Actions and foreseen the further ways and trends of the research in this field.

Jean Monnet Action as a specific instrument of the European Commission

The European Union can be stated as a result of very specific historical conditions as well as a result of long lasting transformations of the European integration, as well as can be stated as one of the best examples of regional integration. It is a successful model, where countries live in a harmonised system and follow common values, ideas and objectives. The European Union and its model of integration quite often is considered as a possible model for integration and unification of countries in other regions of the world, and as a possible way how to reach peace and growth.

The phenomenon of the European integration and its processes has been an object of the research for many scientists and theorists trying to conceptualize and explain the on-going processes through various theories (Haas (1958), Burgess (2004), Haltern (2004), Hoskyns (2004), Jachtenfuchs (2004), Hohler-Koch (2004), Peterson (2004), Pollack (2004), Risse (2004), Schimmelfennig (2004), Schmitter (2004), Waever (2004), Nugent (1999)). Although with time, especially in early 1990’s, new multi-theories as well as new tendencies appeared, based on which some scientists, European integration understood as a dynamic process, which is changing constantly and creating a mosaic of integration theory or a social scientific puzzle (Rosamond (1997, 2000), Taylor (2008), Chryssochou (2001), Wiener, Diez (2004), Švarplys, Matulionis (2009)), which can be analysed in historical, economic, political, legal and social levels (Paužaitė, Kriščiūnas, (2008)).

In parallel with the enlargement the European Union has created a sophisticated system, which allowed for the society to be kept informed about the on-going integration processes and changes, as it was realized, that the society had a need to understand and to be a part of the decision making. Dissemination of information about the European issues is one of the most important factors of the success of
the European integration processes, which was examined not once in the history of the European Union creation. However, the communication machinery, which involved a variety of information channels, appeared insufficient. The demand for deeper knowledge and wider understanding of the European integration processes appeared and was expressed by universities. It was stated that there was a need to boost the spread of the European integration studies, involving the latter to the universities programmes, as well as to promote the cooperation between the researchers and academicians in the field of the European integration studies, to stimulate enlightenment of the society with the help of professionals establishing the network of professors working in all over the world. In 1990, the European Commission under the request of universities after some time of debates and consultations initiated a specific instrument – the Jean Monnet Action. In 2007, this instrument was incorporated to Lifelong Learning programme (LLL) (Table 1) and transformed to the Jean Monnet Programme stressing the new approach towards learning (Saryusz-Wolski, 2011).

Due to some changes in the European Union, and because of its enlargement the Jean Monnet Action had to overcome several stages of transformation as well. On-going processes of the enlargement influenced some changes in the European integration studies: new research focuses (i.e. interdisciplinary studies) appeared (Hansen, 2003; Demater, 2011; Walllace, 2011; Jorgensen, 2011; Muravska, 2011) and the value of the education as an investment in the future increased (Quintin, 2009; Busek, 2011). Enlargement of the European Union made it bigger, not only from the geographical point of view. This fact made the EU more visible and interesting to the world. Reacting to this, the Jean Monnet Action – which from the 1990’s had been available only to the EU countries (with some exceptions which will be explained in the other chapter) – becomes open to all over the world from 2001 (Table 1). This step was a move towards a wider perspective, to prepare “EU Ambassadors” who would spread the knowledge about the European integration processes all over the world – reaching other continents and creating a global Jean Monnet Network, which could work towards the enhancement of the

<table>
<thead>
<tr>
<th>Stage</th>
<th>Year</th>
<th>Description of the stage</th>
<th>No. of countries</th>
<th>Name of countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1990</td>
<td>JMA was launched</td>
<td>10</td>
<td>Belgium, Netherlands, France, Germany, Ireland, Denmark, United Kingdom, Greece, Spain, Portugal</td>
</tr>
<tr>
<td>II</td>
<td>1991</td>
<td>Only EU countries</td>
<td>1</td>
<td>Italy</td>
</tr>
<tr>
<td>III</td>
<td>1992</td>
<td>Only for EU countries, but exception was made for Canada which had 1 project this year and later didn’t participate in JMA till the year of 2001, when JMA becomes open to all over the world</td>
<td>1</td>
<td>Canada</td>
</tr>
<tr>
<td>IV</td>
<td>1993</td>
<td>JMA was extended to Poland and Hungary</td>
<td>2</td>
<td>Poland, Hungary</td>
</tr>
<tr>
<td>V</td>
<td>1995</td>
<td>JMA’s enlargement is linked to the EU enlargement</td>
<td>3</td>
<td>Austria, Finland, Sweden</td>
</tr>
<tr>
<td>VI</td>
<td>1997</td>
<td>JMA was extended to Luxemburg and Czech Republic</td>
<td>2</td>
<td>Luxemburg, Czech Republic</td>
</tr>
<tr>
<td>VII</td>
<td>1998</td>
<td>JMA was extended to Switzerland</td>
<td>1</td>
<td>Switzerland</td>
</tr>
<tr>
<td>VIII</td>
<td>2001</td>
<td>JMA is open to all over the world – the biggest enlargement</td>
<td>24</td>
<td>Argentina, Australia, Belarus, Bulgaria, Burkina Faso, Estonia, Israel, United States, China, Cyprus, Croatia, Lebanon, Lithuania, Malta, Mexico, Moldavia, Pakistan, South Korea, Romania, Russia, Slovakia, Slovenia, Turkey, Ukraine</td>
</tr>
<tr>
<td>IX</td>
<td>2002</td>
<td>JMA is open to all over the world</td>
<td>5</td>
<td>Chile, Japan, Latvia, Norwegian, Peru</td>
</tr>
<tr>
<td>X</td>
<td>2004</td>
<td>JMA is open to all over the world</td>
<td>8</td>
<td>India, Island, Former Yugoslavian Republic of Macedonia, Republic of Ecuador, Serbia, Taiwan, Tunis, Vanuatu</td>
</tr>
<tr>
<td>XI</td>
<td>2005</td>
<td>JMA is open to all over the world</td>
<td>4</td>
<td>Brazil, Columbia, Marco, New Zealand</td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td>JMA is incorporated to LLL Programme 2007-2013</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>XII</td>
<td>2008</td>
<td>JMA is open to all over the world and is incorporated to LLL Programme 2007-2013</td>
<td>1</td>
<td>Georgia</td>
</tr>
<tr>
<td>XIII</td>
<td>2009</td>
<td>JMA is open to all over the world and is incorporated to LLL Programme 2007-2013</td>
<td>1</td>
<td>Uruguayan</td>
</tr>
<tr>
<td>XIV</td>
<td>2010</td>
<td>JMA is open to all over the world and is incorporated to LLL Programme 2007-2013</td>
<td>5</td>
<td>Armenia, Azerbaijan, Egypt, Palestinian Authority, Vietnam</td>
</tr>
</tbody>
</table>

Total | 68 |
international visibility and understanding of the European Union (Vadapalas, 2011; Butorina, 2011; Moon, 2011; Olivier, 2011; Sbragia, 2011; Song, 2011; Tanaka, 2011; Verdun, 2011).

In order to identify further tendencies of the Jean Monnet Action’s development it was necessary to make a more detailed analysis taking into account a geographical aspect, the number of actors and the number of projects.

**Main tendencies of the development of the Jean Monnet Action**

To identify main tendencies of the Jean Monnet Action’s development a secondary statistical analysis method was chosen. Data for the analysis were selected from the Jean Monnet Project directory database at the (Lifelong Learning Programme web). The novelty and importance of this analysis – this information was not published in any official documents or websites, neither in any publications. The database gives information about countries participating in the Jean Monnet Action during the period of 1990-2010.

Selected data for the descriptive analysis was systematized with the IBM SPSS 19 program, the graphic representation of systematized data was done with Microsoft Excel 2010.

Firstly, the systemization of data allowed seeing the enlargement of the geographical scope of the Jean Monnet Action (Table 1). From 1990 until 2010 there were 68 countries from all over the world involved in this Action (Fig. 1). From the official documents of the European Commission it was visible that preparation for the implementation of the JMA started in 1989 and lasted until 1990, when it was official launched. Ten EU member countries entered JMA in 1990. The accession of new countries to JMA during the period until the year 2000 was rather slow as it was open only to the EU member countries. Although an analysis showed that there were some exceptions in this regard. In 1992, although not being an EU member, Canada entered the JMA. The same exception was done to Poland, Hungary (1993) and the Czech Republic (1997). Although Canada entered JMA in 1992, it had only one project and stayed passive till 2001, when JMA became open to all over the world. While Poland, Hungary and Czech Republic after their accession remained among the most active countries taking into account the number of projects. In 2001, the biggest number of countries entered JMA. Surprisingly, it was popular not among the countries preparing for the largest enlargement of the EU, but among other countries from all over the world (like Argentina, Australia, Belarus, Bulgaria, Burkina Faso, Israel, the United States, China, Croatia, Lebanon, Mexico, Moldavia, Pakistan, South Korea, Romania, Russia, Turkey, Ukraine) which were following the enlargement processes of the EU with great interest. Also, it should be noticed that there were two periods of time in the JMA enlargement history when no new country entered it, namely during 1999-2000 and 2006-2007. The first period was related with the moment, when countries were waiting for the JMA to open to the entire world in 2001. The second period was related with the transformation of the Jean Monnet Action to a Programme, which was finally incorporated in Lifelong Learning Programme in 2007. Following the analysis it is possible to recognize a clear correlation between these two periods of break in the accession of new countries to the JMA and other factors in the JMA development.

Further analysis of systematized data allowed to look at the development of Jean Monnet Action from several perspectives:

- The Number of Projects and the Number of Countries;
- The Number of Projects per Group of Countries;
- The Number of Cities per Group of Countries;
- The Number of JM Professors per Group of Countries;
- The Number of Universities per Group of Countries.

In accordance with figure 2 it can be stated that the number of participating countries in JMA is all the time growing. However, there were several periods, when the
participation of countries in the JMA dropped dramatically. In 1993 only two countries (Hungary and Poland) applied for projects. But there is a correlation of this period with the accession of those two countries to the JMA. Supposedly, during that period the priority of the JMA was focused only towards these two countries. In 2000 the participation of countries dropped again, but that was exactly the moment before the JMA become open to all over the world in 2001. It was a period of observation: countries were waiting for changes in the JMA. Another visible drop was in 2007-2008, after the transformation of the JMA to a Programme and its incorporation to the LLL programme. It was related with administrative and bureaucratic changes in the JMA. In 2009 the participation started to grow again and in 2010 the biggest number of countries (48 countries) participated compared to the entire period of 1990-2010. Figure 2 also demonstrates several periods of projects’ submission peaks, which is not so much related with a number of participating countries, but mostly with changes in the European Union and the development of the JMA. The first visible increase was in 1995 and it was related with the EU enlargement. During the period of 1996-1997 the interest in the JMA dropped, but in 1998 it was a tremendous increase again. At that time 191 projects were submitted. It was the biggest number of projects submitted during the period of 1990-2010. After it the drop and jump of project numbers was very much related with the above mentioned JMA development phases of the years 2001 through 2007.

In order to get the systemized and more concentrated information, which would enable seeing further tendencies in the JMA’s development, the countries participating in the JMA were divided in four groups:

![Figure 2](image.jpg)

**Figure 2. The Number of Projects and the Number of Countries involved in the JMA during the Period of 1990–2010**

![Figure 3](image.jpg)

**Figure 3. Dissemination of the JMA in the Participating Countries (by Number of Projects per Group of Countries)**
As most active countries by the number of projects appear are Third world countries. They have submitted 1-3 projects. According to figure 3 passive countries by number of projects or more than medium (second column from the right) active. which can be stated as medium (second column from the left) the one from the right-hand side shows most active countries. countries, which are passive towards JMA dissemination and group of columns from the left-hand side always shows the one from the right-hand side shows most active countries. Two groups of columns in the middle are those countries, which can be stated as medium (second column from the left) or more then medium (second column from the right) active. According to figure 3 passive countries by number of projects are Third world countries. They have submitted 1-3 projects. As most active countries by the number of projects appear New EU countries (Poland) and EU-15 countries (Spain, Italy, Great Britain). Medium active countries can be considered those which have submitted 4-20 projects. The biggest number of countries from this group is other developed countries. While more than medium active countries can be considered those, which have submitted 21-198 projects. Here a concentration of EU countries with a small advantage in EU-15 countries can be noticed.

The JMA’s development can be showed not only with the number of projects or the number of countries, but also how the JMA is disseminated or concentrated in those countries by number of cities. Figure 4 confirms the tendency that mostly the dissemination of the JMA is done by new EU countries (Poland) and EU-15 countries (Spain, Italy, Great Britain, France, Germany), which have from 199 to 302 (fig. 3) projects. Their submitted projects are distributed over more than 20 cities (21-29). While the JMA concentrated in 1 or 3 cities are in Third world countries which have from 1 to 3 projects (fig. 3).

![Figure. 3. Dissemination of the JMA in the Participating Countries (by Number of Projects per Group of Countries)](image)

![Figure. 4. Dissemination of the Jean Monnet Action in the Participating Countries (by Number of Cities per Group of Countries)](image)
The same tendencies are visible in dissemination of the JMA by the Jean Monnet professors per group of countries (fig. 5). The biggest dissemination was done by New EU countries (Poland) and EU-15 countries (Spain, Italy, Great Britain, France, Germany), which have bigger number of projects distributed over a wider geographical scope of the country.

Very important factor of the dissemination of the JMA is a number of universities involved per group of countries. Data in figure 6 confirms the tendency, that those Third world countries, which have smaller number of projects, cover smaller geographical scope, involve a smaller number of professors as well as a smaller number of universities.

The biggest dissemination of the JMA by universities was done by EU-15 countries (Spain, Italy, Great Britain, France, Germany) which have bigger number of projects spread in a wider geographical scope of the country; new EU countries (Hungary, Romania, Poland) and one from developed countries - United States disseminated JMA even in 21 universities.

Summarizing the described results of the secondary statistical analysis it can be stated that the development of the Jean Monnet Action was influenced by on-going processes of the European Union enlargement. Due to this certain changes in the JMA appeared: from 2001 it is open to all over the world and from 2007 it is transformed to a programme and incorporated into the LLL programme.

As demonstrated by systemized data some tendencies can be highlighted: although EU-15 countries being longer involved in the JMA and having a bigger number of projects...
and professors, also disseminating the JMA in a wider geographical spectrum by cities in a country, it is visible, that New EU countries from the East are becoming more active (Hungary, Poland, Romania).

After the JMA became open to all over the world (from 2001) a bigger interest in the JMA from non EU countries (i.e. United Stated is spreading JMA between even 21 universities) is visible.

Taking into account, that the interest in the JMA is related to on-going processes in EU, can be stated, that the JMA will become even more popular in non EU countries in a near future. This can bring new changes in the JMA as a programme. Regarding this it would be rational to continue the analysis of the Jean Monnet Action’s development from the perspectives of number and variety of Jean Monnet Action’s types and thematic fields/disciplines as well as relevance between them.

Conclusions

As a conclusion from the analysis made it can be stated that the Jean Monnet Action is a specific instrument initiated by the European Commission for a special reason: to understand European integration better and to present this knowledge and information all over the world.

The analysis of scientific works, official documents and systemized statistic data enabled to make a statement, that the Jean Monnet Action is related to the European integration processes from various perspectives:

- From the analysis of scientific works and official documents it was noticed, that the JMA was initiated following a request of scientists and academicians, who noticed a need for a better understanding of the European integration processes, which in early 1990’s became more and more sophisticated and difficult even to theorize. The demand for deeper and wider European integration studies appeared with reference to on-going changes in European Union. According to this can be stated that initiation of JMA was influenced by the European integration processes and the necessity to understand them.

- From the scientific works and the results of secondary statistical analysis it was noticed, that further development of the initiated Instrument was directly influenced by on-going changes in European Union - especially by the enlargement: new focuses in the research on European integration studies appeared (i.e. interdisciplinary studies); in 2001, following the preparation for the biggest enlargement of EU and preparing for spreading the understanding about European integration to the wider spectrum, Instrument became open to all over the world, in 2007 it was transformed to the Programme and incorporated into Lifelong Learning Programme stressing the new approach towards learning.

The secondary statistical analysis enabled highlighting the main tendencies of the development of the Jean Monnet Actions:

- The development of the Jean Monnet Action was influenced by on-going processes of the European Union enlargement. Due to this, certain organisational changes in JMA took place (from 2001 it is open to all over the world; from 2007 it is transformed to a programme and incorporated into Lifelong Learning programme. According to above mentioned can be stated that there is a tendency for JMA in future to face even more organisational changes and transformations responding to on-going processes and changes of the European integration.

- Although EU-15 countries were longer involved in JMA and had a bigger number of projects and professors, covering a wider geographical spectrum by cities in a country, it is visible that new EU countries from the East became more active (Hungary, Poland, Romania). From the secondary statistical analysis can be highlighted a tendency, that for new EU countries as well as candidate countries in a future can be between dominative EU-15 countries in JMA.

- Secondary statistical analysis demonstrated that after the JMA became open to all over the world (from 2001) a bigger interest to JMA from non EU countries appeared (i.e. the United Stated). Taking into account future changes in EU as well as in economic situation the new tendency can be highlighted, that the interest from non EU countries to the JMA in a future may even grow.

The secondary statistical analysis enabled foreseeing further ways and trends of research in this field. The secondary statistical analysis can be developed towards direction to highlight what are the tendencies of the development of the Jean Monnet Action during the period of 1990-2010 taking into account the number and variety of the Jean Monnet Action’s types and thematic fields/disciplines and the relevance between them.

References


The article has been reviewed.

Received in April, 2012; accepted in June, 2012.