

# **MEJORAR LA ENSEÑANZA DE LA PUBLICIDAD ES UN PROBLEMA UNIVERSITARIO DE NIVEL EUROPEO**

*El "Manifiesto" de la EACA  
(European Association of Communications Agencies)  
entregado a las autoridades universitarias de la European Commission  
Educational Programs de Bruselas,  
recoge las conversaciones recientes  
de la industria publicitaria europea con las Universidades,  
para renovar la docencia de la Publicidad.*

*En él se exponen las verdaderas necesidades existentes  
y se propone la estructura de las carreras y cursos  
para evitar las carencias o errores existentes,  
para conseguir la formación de nuevos  
Creativos Publicitarios preparados y eficientes  
ante las actuales exigencias que plantea la profesión*

## **Resumen del MANIFIESTO de The European Association Of Communication Agencies**

### **Debe ser revisada y mejorada la enseñanza**

**The European teaching of Commercial Communications should be revised and improved.**

**Better-prepared students will convince the sector that Commercial Communications is a profession not just a trade.**

The Commercial Communication (ComCom) industry in Europe has been enjoying a period of sustainable incremental growth. It has a work force of about 1,5 million people (according to EACA's figures) and accounts for an average of over 1% the GNP in the EU countries.

### **Hay que hacer énfasis no ser solo teóricos y en preparar a los estudiantes en los aspectos prácticos y en la experiencia de la profesión**

As we are talking about a school for professionals, **special focus must be made on the practical aspects of this education**, i.e. the specific components of the education that will adequately prepare the students to practice a profession through a rigorous program composed of **controlled practice and experiential learning**, a learning philosophy based on the belief that effective learning occurs when students are actively involved with an experience and reflect upon it.

A body of knowledge that is not merely theoretical

### **La Comunicación Comercial no es una sola profesión, sino varias. Hay que proporcionar diferentes opciones de especialización**

Although a general preparation is needed, the Commercial Communication profession is not one, but many interrelated professions, it therefore stands to reason that the educational systems have to provide different tracks or fields of **specialization** that takes into account these different professions.

It may take, for example, the form of **highly adaptable formation modules** that are specific to profiles and professions.

- Strategy and communication.
- Fundamentals of marketing communication and promotion, with an understanding of the different disciplines and tools, under an integrated view.
- Media planning and buying and the different options available for content distribution.
- **Creative message development.**
- Consumer insight.
- Market Research and data collection for Commercial Communication
- **Message Execution abilities: writing, designing, shooting... for the ComCom field**
- **Interactive and new media development.**

Again, at EACA Education we feel that **excellence in these matters is needed** to work on the ComCom field.

### **El alto nivel educativo es ahora más la excepción que la regla.**

Education, however, has not grown at the same speed. **Although we have excellent educational institutions in Europe, high standards for ComCom education remains, for a large part, more the exception, than the rule.**

**This effort to integrate the industry in education is a must.**

However, this dynamic nature **makes it necessary for ComCom professionals to have a continuous formation** to assure that they are always in peak form.

### **Necesitamos formar organizadores, líderes y pensadores creativos**

ComCom education must try to prepare the students to be able to articulate messages, understand the consumer, and think strategically. We must produce people who can intelligently read the signs of the markets, gather information systematically, and learn on their own. **In a few words we need to form organizers, leaders, and creative thinkers.**

**Las instituciones docentes tiene que dar un paso más y actuar como catalizadoras del sector publicitario, desafiando el estado de las cosas**

We also need educational institutions to have strong ties to the industry, sensible to its needs but not content to simply reflecting industry standards. These institutions must go a step further by **acting as a catalyst for the industry**, raising the standards and fostering innovation and growth. Simply put these educational institutions must be brave enough to challenge the status quo.

**La publicidad hay que obtener unos profesionales mejor preparados, un mejor servicio a los anunciantes, crecimiento, beneficios y mucho más**

Only through the close cooperation of the academe and the industry can High Quality Commercial Communication Education be a reality. The benefits are symbiotic in nature. For the profession: better prepared professionals, better service to advertisers, better service to society, economic growth and profitability, and many much more. **For the academe: a body of knowledge that is not merely theoretical, support from the industry, more prestige for their programs in the face of shrinking student enrollment.**

*Ver el texto íntegro del “Manifiesto”  
de la European Association of Communications Agencies en el*

**DOCUMENTO  
ADJUNTO**



EACA, the European Association of Communications Agencies is a organisation, which brings together the advertising, media and sales promotions agencies across Europe, enabling international experience and issues to be shared and dealt with on a pan-European basis. It provides an important link between agencies, advertisers and the advertising media in Europe and around the world and participates closely in the setting of standards in many aspects of the business across Europe.

EACA Education is a project of the European Association of Communication Agencies. It was developed with the intention to improve and professionalize Commercial Communication education and training in Europe. EACA's goals are based on the belief that better education is the sure-fire way of optimizing the Commercial Communication field in Europe, thus leading to better professionals ready to compete in the global marketplace.

Funding for this project comes from the European Association of Communication Agencies, which gave EACA Education a grant to initiate this work. Currently, EACA Education is applying for additional funding under the different calls to action of the European Commission Educational Programs, mainly under the SOCRATES and LEONARDO calls.

## **Manifesto**

- 1. EACA believes that there is one way to improve the quality of the communications we create and that is the improvement of the people who work in the sector.**
- 2. We believe that the improvement of people comes from a better understanding of the communication processes and the consumer behavior.**
- 3. Those are increasingly complicated issues that should be studied in depth. Experience alone is not enough or takes a very long time.**
- 4. The European teaching of Commercial Communications should be revised and improved. That improvement would bring along better professors, better research, better books, papers and articles.**
- 5. Better-prepared students will convince the sector that Commercial Communications is a profession not just a trade.**
- 6. The intellectual improvement of the sector will also make European communication companies more competitive worldwide.**

## **EACA Education and the Future of Commercial Communication Education in Europe. [Project Description](#)**

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## INTRODUCTION AND OBJECTIVES

EACA Education is a unit of the European Association of Communication Agencies specifically created to improve Commercial Communication education in Europe and beyond. It was born in January 2001, as a result of the collaboration between the European Association of Communication Agencies (EACA) and the University of Navarra.

The Commercial Communication (ComCom) industry in Europe has been enjoying a period of sustainable incremental growth. It has a work force of about 1,5 million people (according to EACA's figures) and accounts for an average of over 1% the GNP in the EU countries. Because of its own nature and dimension, it plays a relevant and increasing role in the development of the European Economy.

Education, however, has not grown at the same speed. Although we have excellent educational institutions in Europe, high standards for ComCom education remains, for a large part, more the exception, than the rule.

EACA lives on the belief that education is the key for professional excellence and for the sustainable growth and innovation of the ComCom industry. Faced with a highly competitive and dynamic world market, education becomes a prerequisite for effective competition.

On these assumptions, EACA Education was formed specifically as a long-term initiative to provide a series of ways to improve ComCom education in Europe, at the service of the profession making it more competitive with the American and Asian markets.

## NEED FOR A BETTER EDUCATION: SPECIFIC NEEDS

- Content description and organization- The key to any successful educational system are good fundamentals. We need to focus on the body of knowledge that is needed to operate well in the advertising field.

- Educational methods- Methodologies to teach Commercial Communications as well as the different specialized pedagogical approaches that are available for educational institutions.

- Instructional and Teaching Materials- Reviews of the materials available for ComCom educators. This will have to be accompanied by an analysis of the needs of the academe as well as guidelines to develop new materials that explore all the different formats available such as books, manuals, case studies, audiovisual and interactive materials, simulators, games, web-based tools, and guides for the professor among others.

- Educational Management- These include activities that can help run a ComCom educational institution productively and effectively. Focus is given on the role and the profile of the educational institution that offers a ComCom education. Special attention is given to relationships with the industry, professor profiles, accountability, etc.

- Networking- A very interesting field in education management. Nowadays, networking is crucial for success. We shall see how networking allows everybody to benefit from the work of other people in a spirit of cooperation.

The European Advertising Industry, as a whole, needs well-trained professionals. EACA Education, wants to offer the industry resources that help develop tools and structures needed for cutting-edge

## CONTENT DESCRIPTION AND ORGANIZATION

As any real profession, a ComCom professional has to obtain some basic qualifications to be well-prepared to enter the field. These qualifications are essentially acquired through education, and include not only the acquisition of knowledge, but also of the development of important skills. According to their importance and position, these are grouped into the following modules:

### Core Content

Core Educational Content refers to the basic and fundamental principles of communication education. Specifically, they are the basic knowledge needed by anyone wishing to enter any profession in the Communication field.

This kind of education is basic and a prerequisite for anyone wanting to be a serious professional. It is the initial entry barrier that any candidate to the ComCom field needs to overcome. Therefore, it is strongly recommended, that any educational program that hopes to train successful ComCom professionals should have some of the subjects contained in the Core Educational Content.

EACA Education, proposes that this core content be split up into two main groups: Communication Fundamentals and Commercial Communication Basics.

- **Fundamentals**

Fundamentals are composed of the foundations needed to build and develop the student into a successful Communication professional, ready to enter the field and contribute productively. Since Commercial Communications professionals are foremost, excellent communicators they should possess the following abilities:

- The ability to analyze and observe. They should have the skills of analysis, observation and vision building. They should be able to understand people and events, audiences and persons. Able to handle and process large amounts of information, organizing it in meaningful ways, they should always possess the attitude of looking for final answers and not just the obvious ones.
- The capability to think and create. ComCom students must be critical, creative and independent thinkers. They must be problem solvers and self-learning resources for their employers.
- The ability to express oneself. A communicator possesses the skills to speak publicly, to write and negotiate in a persuasive manner. He or she must also be capable of interacting with others, possess good teamwork skills, manage his personal and interpersonal emotions.

Along with this, the student may also need to acquire the knowledge needed to create. This kind of knowledge is, of course, difficult to learn, but essentially the aspiring commercial communication professional may need to know:

- The life and works of excellent models to imitate as well as the best practices to follow and emulate.
- A comprehensive history of persuasion and communication that allows him/her to start where others have finished.
- The basic facts and trends from any given culture needed to effectively communicate with the people of that locality (literature, art, music, etc.).

To provide this comprehensive education, EACA is developing ways for Commercial Communication programs to have these fundamentals as prerequisites in their curricula.

Options are in fact available. In reality, most of these studies have been taken up by students in earlier educational stages such as pre-university, secondary, and elementary school. Changes

occur from country to country and concessions will be made to adapt the program for the respective needs of each country. In either case, we feel it important to assure that these fundamentals are correctly in place at the beginning of every student's educational cycle.

To date, several reports have been written in this area (History of Communication, Communication and the Liberal Arts, Foundations of Commercial Communication Education). Others still have to be done to sufficiently elucidate more specifics in this otherwise difficult area of education. Again, our idea is to offer ways, criteria and resources that effectively give the students these basic fundamentals. (Study plans and programs descriptions, and so on).

Finally, we also find it necessary to open a discussion on what other matters have to be included under the fundamentals. Today, for example, computer skills and foreign language literacy and fluency, are top on the list of ComCom companies when considering a potential hire. It is our task to analyze how important these matters are for the ComCom professional, and identify ways to integrate these abilities and knowledge bodies in the ComCom programs or to establish them as pre-requisites to enter this kind of studies.

- **Commercial Communication Basics**

The fundamentals are like the starting points, the foundations. But many more things are needed to be ready to enter the ComCom field. A whole set of subjects are built upon them that are specific to the ComCom field and required by all commercial communication professionals regardless of the specialization that they take. We call these new set of subjects Commercial Communication Basics, and it is made up of a whole set of matters:

A first group of subjects, which are exclusive of the Commercial Communications field:

- Strategy and communication.
- Fundamentals of marketing communication and promotion, with an understanding of the different disciplines and tools, under an integrated view.
- Media planning and buying and the different options available for content distribution.
- Creative message development.
- Consumer insight.

A second bundle, classical subjects specially adapted to the ComCom field:

- Knowledge of the economy and the markets.
- Market Research and data collection for Commercial Communication
- Commercial Communication Management
- Commercial Communication Ethics
- ComCom Law
- Statistics applied to ComCom
- Message Execution abilities: writing, designing, shooting... for the ComCom field

Last, a few subjects are needed, as a consequence of contextual situations and its implications for Commercial Communication practice:

- International and global communications.
- Interactive and new media development.

Again, at EACA Education we feel that excellence in these matters is needed to work on the ComCom field. However, a lot of work has still to be done to develop operational practices and tools.

So far, EACA Education has developed a few reports in specific areas and contextual situations, which are available in our web page. Among them, reports on new directions on media planning, international marketing issues and the phenomenon of Integrated Marketing Communications, consumer behavior, new media and other areas of the commercial communication field.

## Specialized Content

Although a general preparation is needed, the Commercial Communication profession is not one, but many interrelated professions, it therefore stands to reason that the educational systems have to provide different tracks or fields of specialization that takes into account these different professions.

We need to offer Specialized Education, that builds on the foundations laid by the Fundamentals and the Commercial Communication Basics, and caps it with specialized content. There are several paths for specialization:

One focuses on acquiring a deeper understanding of the specifics of commercial communication: Strategy, Account Planning, Creativity, Media, Account Management.

A second path to specialization focuses on specific disciplines, such as relationship marketing, sales promotion, sponsorship, Internet and interactive marketing, event marketing, public relation and others.

A third one is likely to flourish from the deeper understanding of the adaptations from other fields: Commercial Communication Law, Advertising Management...

EACA is devoted to identify which are the most interesting and needed paths of specialization and the content they should have, as well as making proposals on where these studies would be properly situated within the educational cycle (Undergraduate, Graduate or Executive education).

The ComCom field due to its inherent dynamism opens doors to a lot of fields of specialization. However, this dynamic nature makes it necessary for ComCom professionals to have a continuous formation to assure that they are always in peak form. This leads us to the next section.

## Continuous Knowledge

With an industry playing field that undulates and morphs quickly from one day to the next, it is absolutely necessary for the ComCom professional to be in a constant state of formation in order to remain competitive. The education does not end after stepping out of the halls of the university or any other academic institution, rather it begins anew.

We in EACA Education feel it necessary to provide a module that apportions resources that guarantee that ComCom professionals in Europe never stop the learning process. Continuous learning (also known as executive education) is applicable to all fields of knowledge: Fundamentals, Basic, and Specialized Education included, although imparted from a different perspective, and with a different style.

This particular kind of education has the following objectives:

- Improve classical abilities that are needed for the effective day-to-day practice, but that need continuous enhancement, such as negotiation, public speaking, management, creative thinking among others.
- Provide information for professional update and knowledge refreshment.
- Offer accessibility to the new developments in the field.
- Offer advice and coaching to help develop one's inner talents further.
- Position education as a networking tool, a way to learn other people's practices, and an opportunity to get into new businesses.
- Provide opportunities for self-reflection and self-examination leading to self-improvement.
- Increase the chances for professionals to understand and adopt new professional developments and trends.

Part of the goal of EACA Education is to design a program of continuous education for ComCom

professionals that meets all these objectives, focusing on the different aspects of ComCom. Doing this implies not only developing the programs but putting them into a form that really fits with a ComCom professional's personal work situations.

It may take, for example, the form of highly adaptable formation modules that are specific to profiles and professions. It may also refer to positions and areas of responsibilities. In either case, it should facilitate the acquisition of an executive education for professionals.

With this constant formation, the European ComCom professional is more likely to be up to date possessing fresher insights and more competitive ideas. EACA is trying to work for this to become a reality in the coming years.

## INSTRUCTIONAL AND TEACHING MATERIALS

Developing educational materials is an important part of any educational endeavor. Educational contents are concretized through specific forms such as books, cases, and publications, among others. It is therefore logical that any effort made to improve education must also take into account the development of materials needed to spread both knowledge and skills.

The development of one's proper body of knowledge is a crucial step for any field of education that wishes to be useful and recognized by the profession. This is one of the key objectives of EACA education, and it implies making that knowledge a reality by the production of different kinds of teaching materials.

Undertaking this task requires a number of steps, the first of which is assessment. We need to know about the current state of teaching material production, specifically, what's available in the market and what are the centers of production (professors, research groups, universities, and associations). This step is key in taking full advantage of the resources that we already have in Europe.

Currently, the production rate of educational materials in Europe is reasonably high. Unfortunately, the level of networking is very low. This lack of integration generates a lot of waste through redundancies and repetitive data. What is needed is a complete knowledge of what everyone else is doing in order to build a full set of materials for Commercial Communication Education in Europe that complements each other rather than simply duplicating them. In this respect, EACA Education aims to act as a facilitator and coordinator. We want to make it part of our mission to contribute to the building of educational materials that are both rich and diverse.

Achieving this demands a complete assessment of production processes to determine the quality of the materials being produced. At the same time we also want begin working in the development of guidelines to help assure quality control in the development of subsequent educational materials. Meanwhile, networks have to be built and alliances so that the creation and production of new materials can begin, thereby assuring that current materials are properly sifted and updated for them to remain fresh and cutting edge.

As a next step, additional activity maybe needed to classify the materials according to the educational objectives that they try to meet: knowledge delivery, skill acquisition, etc. Furthermore, we also have to situate the materials within the Educational Cycle or within the specific educational disciplines where they belong to such as media, creativity, account planning, and law among others.

Finally, we have to explore the new possibilities being offered to us by the arrival of new technologies and use them to develop new teaching styles.

All of these efforts will be concretized through specific materials such as books, manuals, case studies, audiovisual and interactive simulators, games, web-based and web-enabled tools, teaching guides, and many more. EACA hopes to play an important role in this but needs help from all the relevant movers in the field of ComCom in Europe.

Presently, EACA is gathering information on the materials available in Europe, and trying to raise money and build a network that will help us move forward in this particular area.

## EDUCATIONAL METHODS

When one talks about education, the methods used are just as important as the content being delivered. The question on how to teach is highly relevant as this has a direct bearing on how educational content is acquired.

The improvement of Commercial Communication Education therefore implies an exploration on the methods and practices wherein educational contents are delivered and disseminated. Headway must be made in discovering, understanding, and excelling in new pedagogical methodologies, as well as exploiting to the full, the more traditional methods that have been consistently effective.

Furthermore, there exists a need to identify specific methods that fit better with the needs of the Commercial Communications field. To achieve this, we must once more do a review of the best practices, being able to explain and share them, as a way to improve ComCom education as a whole, which EACA Education counts as one of its key missions.

The persons entrusted with education, namely the educators, are not counted out of this. They too should benefit through an educational plan tailor-made for them. As we are talking about a school for professionals, special focus must be made on the practical aspects of this education, i.e. the specific components of the education that will adequately prepare the students to practice a profession through a rigorous program composed of controlled practice and experiential learning, a learning philosophy based on the belief that effective learning occurs when students are actively involved with an experience and reflect upon it.

All of these types of learning complement each other thereby reinforcing the knowledge the student has already received in other educational settings.

## EDUCATION MANAGEMENT

In the education field, quality management is key to success. It is therefore necessary, when talking about education, to consider effective organizational approaches needed to put educational systems to work.

Although management implies a whole set of questions, at EACA, when talking about ComCom Education management, a few number of key issues come to mind: profile and role of educational institutions, role of the industry, professor selection and promotion, profitability and accountability (quality control). We feel that clarifying and setting guidelines on those points are especially important for the future of ComCom education in Europe.

### Profile and Role of the Educational Institutions

Any organizational effort must start with a clarification of the task that needs to be accomplished. A clear formulation of an educational institution's mission and objectives are paramount when we talk about effective management.

Focusing on the Commercial Communication field, we must first have a specific idea on what we want the students to learn. Only then can we begin to organize teaching structures and procedures. We at EACA see the need to start discussions that clarify what we are looking for as different institutions look for different goals.

As follows from content description, ComCom education must try to prepare the students to be able to articulate messages, understand the consumer, and think strategically. We must produce people who can intelligently read the signs of the markets, gather information systematically, and learn on their own. In a few words we need to form organizers, leaders, and creative thinkers.

Our mission therefore consists in identifying the educational providers who are able to offer this type of education and form alliances with them to be able to perform this function well and spread good practices all around Europe. Clarifying the ways to channel this cooperation and assistance is also part of EACA Education's role.

In this respect, EACA Education feels that the proper place for a Commercial Communication education is within the university as only universities offer the type of rigorous and well-rounded formation we have been talking about. Since our objective is to build a real and serious profession, the university becomes the most logical place where ComCom education has to blossom and grow, since it offers the student the most serious learning environment possible, and also guarantees an atmosphere of research and innovation that assures that as the field grows older, it grows equally rich and stronger.

At the same time, we also need educational institutions to have strong ties to the industry, sensible to its needs but not content to simply reflecting industry standards. These institutions must go a step further by acting as a catalyst for the industry, raising the standards and fostering innovation and growth. Simply put these educational institutions must be brave enough to challenge the status quo.

## Role of the Industry

It is important that all educational institutions that aim to impart a ComCom education be equipped with management teams that are able to understand the important role that the industry plays in education.

Educational institutions need to count on the help of a professional body that is both sensible and proactive. Both parts of this equation -educators and industry- have to commit themselves to realize active industry involvement in education. This implies the following:

- Taking active part in the teaching process.
- Offering venues for training and experiential learning.
- Providing speakers and lecturers firmly connected with the profession.
- Opening their notes of experience to build cases.
- Work as active consultants for educators.
- Act as quality controllers in the educational planning process, telling educators what is relevant to current practice and what is not.
- Offer funding for research and education.

Only through the close cooperation of the academe and the industry can High Quality Commercial Communication Education be a reality. The benefits are symbiotic in nature. For the profession: better prepared professionals, better service to advertisers, better service to society, economic growth and profitability, and many much more. For the academe: a body of knowledge that is not merely theoretical, support from the industry, more prestige for their programs in the face of shrinking student enrollment.

This effort to integrate the industry in education is a must. EACA Education can help in this by formulating guidelines and offering advice and consultancy to make this vision a reality.

## Professor's Preparation and Profiles

Professors are the main and most important element in providing a good education. Therefore, some systems that safeguard their welfare are needed in guaranteeing success in this endeavor. Any serious educational overhaul needs to take into account some aspects related to professor development. This includes:

- Professor profiling
- Educational requirements for incoming professors
- Recruitment practices and systems
- Evaluation systems
- Continuous education programs
- Incentive and reward systems
- Professional fulfillment systems

These measures will help keep the professors satisfied, thereby improving the quality of their teaching. When teaching is improved, the quality of the education logically improves as well. To achieve this a highly motivated and capable management team is needed.

Commercial Communication professors must possess a love for the field, be in contact with the industry, love teaching and fully understand it as a service. Furthermore, he must be an example to others by his professionalism and his knowledge, as they are teaching not only by what they say but also by what they are. Professors must be profiled. Dossiers must be built containing rich and complete descriptions of the professors, as well as a determination of their good practices and notes of experiences in the field. This will be a valuable tool in improving and the continuous learning of the professors.

Networking is also needed to implement an effective continuous education program for the professors. This will allow broader horizons for research, comparison of studies with their other colleagues, and cultural enrichment through travel. All of these actions are done with the objective of improving the teachers to improve the students.

## Accountability and Profitability

More than ever, quality is key to success in today's educational landscape. This clearly applies to the Commercial Communication field as well.

Increasing competition from different kinds of education providers as well as the higher demands of the profession, society and students, make accountability a key priority for Educational institutions.

As the industry is growing, society is becoming more demanding thus education needs to be cutting edge and competitive. Students are smarter, more critical, and more results oriented. Therefore, our programs must look for ways to answer these growing demands of society. To have high quality educational systems mean that certain steps have to be taken to develop methods and practices for its evaluation and quality control. This is done so that institutions can assure higher standards, and simultaneously manage growth and improvement.

Quality controls should cover all the different aspects of education: content, methods, materials, professors and institutional commitment, measured in terms of student placement, industry satisfaction, research production and the like, which are the primary goals of education...

EACA wants to open discussion on these methods and help to develop criteria for the evaluation systems needed to build an improved and highly accountable educational system.

## PLAN, ACTION & RESULTS

This is a project that we are trying to bring to reality. Reaching this goal needs that we take some concrete steps. We, in EACA Education, have decided on a plan of action that we want to implement. The steps are enumerated below:

1. Acquire Funding from the EU Commission -Funding is crucial to any undertaking of this magnitude. To reach these ends we are applying for some programs offered by the European Commission specifically Leonardo and the Minerva call to action of the Socrates program.
2. Developing studies and opening discussions on the development of a European Curriculum -We have already started the process of discussions with our co-European colleagues on this subject of a unified European Curriculum.
3. Share our findings and resolutions with all the relevant players both in the Commercial Communication Profession and Academe in order to make it more grounded on European professional realities.
4. Design a European curriculum, and present the plan to the European Commission, elaborating how the plan can fulfil the demands required by the European profession and the European educators.
5. Look for ways to implement and apply this curriculum in the form of accreditation systems, quality controls, and adaptation guidelines.
6. Build structures and fora to share and continue the development process of commercial communication education in Europe through formalized associations and bodies that will devote themselves exclusively to this task.

These are just the first steps in this comprehensive project. Many things have already been done and are available through this web site, but a many more things remain to be accomplished. More developments will be happening in the future.

Bringing this project to reality needs the cooperation of dedicated partners and participants. Your contribution in whatever form, may it be financial or practical, will be most welcome. If you are interested in participating please send us an e-mail at [elstudio@unav.es](mailto:elstudio@unav.es).