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**European Integration and
South Eastern Europe**

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**Europe at Schools
in South Eastern Europe –
Core Curriculum for a
Master of European
Education**

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Europe at Schools in South Eastern Europe – Core Curriculum for a Master of European Education

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1. The working group “Europe at Schools in South Eastern Europe”

In January 2000 the Center for European Integration Studies (ZEI) at the Rheinische Friedrich-Wilhelms-University in Bonn initiated the “Network for European Studies in South Eastern Europe” at a conference in Sofia. Meanwhile, the Network comprises almost 40 universities and institutes both from South Eastern and Western Europe. The Network has agreed on a comprehensive working programme, with the purpose of starting and strengthening new Europe-oriented study programmes in the region of South Eastern Europe. It aims at strengthening “stability through education” in the region by

- holding yearly conferences in the countries of the region,
- organizing working groups on different topics,
- giving advice in curricula development,
- sending a Flying Faculty for teaching at European Studies Centers,
- holding Train the Trainer seminars,
- establishing Regional European Studies Centers,
- providing a database of all programmes in the region, and
- publishing teaching and learning material.

These activities are mainly financed by the German national budget for the Stability Pact, in close cooperation with partners like the German Ministry of Foreign Affairs, the German Rector’s Conference, the German Academic Exchange Service and the Hertie Foundation.

The Network participants have expressed the desire to form a special working group that would monitor the reform of school systems and teacher education in South Eastern Europe. With the European integration process, the challenges of globalisation and the transformation of South Eastern and Central Eastern European societies, schools and teacher education face new demands that will have a significant impact on the reform processes in the

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region in the years to come. The Network participants have all agreed that the dissemination of knowledge about Europe, raising the awareness of a European consciousness in schools as well as promoting teacher education which is based on the European integration process are in line with the current needs of all transition countries. Furthermore, schools and teacher education will have a long-term impact on the success of the European integration process in the whole region.

Therefore, initiatives have been discussed within the Network to see how the European orientation of teacher education can be promoted in relation to European issues, in order to get students acquainted as early as possible with the European system of values, its traditions, with the presence and the future of a common Europe. Also, the Network has been dealing with the problem of how to train multipliers and advisers at Ministries of Education, institutes for education, at schools and teacher education faculties and academies in South Eastern and Central Eastern Europe who will, in turn, on the basis of different national reform efforts, promote and observe Europe-oriented reform processes in schools and teacher education. It is evident that there is a significant deficit in all three areas within the region.

This was the background for establishing the working group “Europe at Schools” during the 3rd annual Network conference in Thessalonica in May 2001. The working group was founded within the “Network of European Studies in South Eastern Europe” by the Center for European Integration Studies (the co-ordinator of the Network is Dr. Emil Mintchev). The chairman of the working group is Doc. Dr. Siegfried Gehrman from Zagreb University, director of the Institute for Globalisation and Intercultural Learning (IGI); Dr. Rafael Biermann from ZEI is responsible for the overall management and direction of the group.

The main task of the working group was to initiate a dialogue among different partners of the Network and to develop projects for a future European dimension of schools and teacher education in the region. In 2002, three main working areas were defined during three meetings of the working group in Ankara and Zagreb with the following aims:

- to assess the present situation concerning the European dimension in education in the participant countries in order to get information about shortages and development tendencies concerning the European orientation in education in the region (“Country Profiles”);
- to develop an interdisciplinary core curriculum for postgraduate studies in order to train advisers and multipliers for a Europe-oriented reform in schools and teacher education in the region (*Master of European Education*). The core curriculum consists of modules, which will allow to offer individual modules within “train the trainers” courses in the region; and
- to assist in establishing an international *Center for European Teacher Education, Education Management and European Studies* including a European Documentation Center in Zagreb which will start operating in the winter term 2004/05. The study programme *Master of European Education* will take place in this Center with the aim of achieving continuity in the development and support of Europe-oriented school and teacher education reforms. Besides, the Center will become a place of study and research and a meeting point for students and professors from South Eastern and Central Eastern Europe and from the EU whose area of study is European education.

In order to implement all three aims contacts have been established with school principals from Germany and from those countries in the region, in which Europe already holds a prominent place in education. Moreover, university professors and scientific institutions from Germany and the region that are responsible for teacher education and that deal primarily with issues of European education have been consulted.

The results of these efforts are published in this series, which was established by the Center for European Integration Studies in 2001 in order to make teaching and learning material on all aspects of European integration available for universities and schools throughout South Eastern Europe. The series makes public the results of research projects conducted in the framework of the “Network for European Studies in South Eastern

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Europe”. Two results of the working group “Europe at Schools” have been published so far:

- (1) “Europe at Schools in South Eastern Europe – Country Profiles”, edited by Dr. Rafael Biermann from ZEI, evaluating in detail the state of affairs concerning Europe at Schools in the individual countries of the region.
- (2) “Europe at Schools in Germany”, edited also by Dr. Biermann, providing readers in South Eastern Europe with very practical, creative examples of two German schools on how they try to bring Europe dear to the minds of their pupils.

This core curriculum, the third product of the working group, was elaborated by two groups of university professors: in Germany, the working group conducting international and intercultural comparative educational research at the Department of Educational Sciences of Münster University, supervised by Prof. Dr. Marianne Krüger-Potratz; and in Croatia, a working group whose members are professors from the Teacher Education Academy of Zagreb University in co-operation with professors from the Faculty of Philosophy, led by Doc. Dr. Siegfried Gehrman. The two groups have jointly developed the core curriculum. The Institute for Globalisation and Intercultural Learning (IGI) in Zagreb has assumed the project management.

All of the texts, including this one, are available on the Homepage of ZEI for downloading (www.zei.de).

II. The core curriculum – an introduction

1. Aims and participants' profile

The core curriculum *Master of European Education* is intended for graduates of pre-service teaching study programmes, teaching staff at schools, institutions of pre- and in-service teacher training (academies and faculties) in South Eastern and Central Eastern Europe and in the EU as well as for officials at Ministries of Education, Science and European affairs, including educational institutes, whose professional concern are reform issues and European integration in school and national teacher education, i.e. who work at schools or teacher education institutions.

The work on the core curriculum proceeded intentionally both in German and English, which is in line with the idea of supporting multilingualism in Europe and with the historical relevance and today's presence of the German language in South Eastern and Central Eastern Europe. Sufficient knowledge of English and German is thus a prerequisite for the full participation in the study programme.

The core curriculum Master of European Education is structured interdisciplinary. It offers a thematic overview of the basic questions concerning Europe-oriented reform processes at schools and in teacher education as well as an overview of European education policy perspectives. The major topics of discussion encompass: European identity, the European dimension in the national curricula of compulsory education and in teacher education, school and teacher education reform in the context of globalisation and European integration, teaching and learning in multicultural societies, issues of civil society, democracy and human rights education at schools and in teacher education, challenges facing the teaching and learning processes under the influence of new media, issues of language policy and multilingual education in Europe, standards development for interculturality-oriented school textbooks and other teaching materials in a uniting Europe of linguistic and cultural difference, school quality and co-operation among schools in Europe as well as

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schools in Europe as well as intercultural learning as a prerequisite for a successful process of European integration.

The aim of the core curriculum is the education of European multipliers and advisers (education managers and teaching staff) at Ministries of Education, educational institutes, schools, teacher education faculties and academies. The modular structure of the core curriculum makes it possible to cater for different participants' profiles. The training will enable them to facilitate and promote Europe-oriented teaching and learning at schools and in teacher education institutions and to initiate and take part in Europe-oriented school and teacher education reforms.

The training of European multipliers and advisers (education managers and teaching staff) at Ministries of Education, Science and European affairs as well as in educational institutes will result in the following qualifications depending on the participants' profile:

- The core curriculum modules should enable participants to reflect Europe-oriented national curricula and reform processes into school and teacher education areas and to support reform tendencies in their own countries through concrete advisory activities in the direction of European integration and compatibility.
- The participants will be able to take part in developing standards for school textbooks and teaching materials that promote the idea of intercultural learning, democracy and human rights education and peaceful coexistence in a united Europe. In this context they should develop international and intercultural projects and manage them administratively.
- The participants, as future experts on European matters, should be able to advise Ministries of Education and other educational institutes in language issues. They should assist those institutions in developing multilingualism concepts for schools, in order to increase the mobility of students in Europe and to enable appreciation and understanding of linguistic and cultural diversity in Europe.

The educational profile of the core curriculum will result in the education of Europe multipliers and advisers in schools and teacher education institutions at universities having the following qualifications:

- As future training professionals, the participants will be able to advise teachers, school principals and teacher trainers on the organisation and carrying out of European projects in the teaching process. They will also advise teachers on the development of Europe materials for the teaching process, on the analysis of already existing materials about Europe and their adaptation for the needs of a particular country.
- The core curriculum will enable participants to work on establishing relations among schools and teacher education institutions in Europe, to take over tasks connected with international project management and to launch students' exchange programmes.
- The graduates in this curriculum, as future teachers and experts on multilingualism, curriculum development, intercultural learning and education for peace and democracy in Europe, will be able to support school and university developments at their work places in the direction of Europe-oriented reforms. They will also advise during the practical realisation of those developments, such as designing new curricula.
- The graduates in this curriculum will be able to transmit key qualifications and media competence in schools and teacher education institutions by giving advice concerning curricula and their practical realisation. At the same time, they will work as experts for distance learning on the internationalisation and promotion of the European dimension of school and teacher education through the use of the Internet.

Altogether, the graduates in the core curriculum will become experts on European issues in the areas of school and teacher education. They will be able to establish contacts with Europe-oriented educational institutions, European and international organisations and bodies which might support their advisory activities. Based on their knowledge on European matters,

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they will be in a position to advise Ministries of Education, educational institutions, dean's offices, teacher education institutions and/or individual teachers on European developments in the areas of teacher education and school. They will contribute to the continuous development of national education systems and to co-operation among schools, thus paving the way for European integration.

2. Modular structure and basic characteristics

The core curriculum consists of modules and units. A module covers a thematic field and consists of several thematically defined units. Each unit includes teaching sessions, learning sequences, practical exercises and individual activities. Decisions concerning methods should result from the topic, the audience and the learning environment. The choice of the term “unit” underlines the fact that neither the way of teaching nor the time needed are fixed in advance. The teacher has the freedom to set priorities, to choose forms of work and to adjust the units to the given circumstances and to the planned goals.

The first module within this core curriculum is to be understood as a basis module, whereas the order of the other modules can be changed. The core curriculum is based on the idea of deepening competence in relation to the topics. The units within a module correspond to and cover different parts of a competence field. In order to maintain a consequent modular structure, single units are conceived in such a way to combine with other competence fields if necessary.

The modules 1 to 4 consist of two sections: the units of section A are more conceptual and the unit in section B are more practical and deal with educational policies and pedagogical practice. All of the modules are conceived in a way that makes them transferable to other study programmes. This is possible due to the planned structure which complies with European standards (ECTS and the credit system).

The bibliographical references of the core curriculum have been selected in a way which makes it possible to build up an independent library concerning each particular issue of European education. The bibliographical refer-

ences take into consideration the different experiences of West, South Eastern and Central Eastern Europe. The structure of the appendix refers to basic titles on the one hand, and, on the other hand, to scientific journals, web-sites and data banks, which enable an insight into current discussions without special effort.

The first module *What is Europe? – Basic issues and dimensions of European identity and of educational policies in Europe* – deals with the basic questions of European identity and educational policies. On the one hand, priority is given to the issues of finality of the European integration process, of the European cultural background and of the interrelation between national and transnational identity in a Europe that is becoming increasingly multicultural. On the other hand, basic aspects and perspectives of European educational policies are being examined. Those refer to the interrelation between European integration policy and the transformation of educational systems in South Eastern and Central Eastern Europe, to the impact of globalisation on education in Europe and to the basic questions of reforms in education with the focus on teacher education in the EU and in transition countries.

The second module – *European dimension in education and the construction of a European educational system* – consists of units which in section A deal with concepts leading to Europeanisation in the education area and study problems of social inequality which accompany this process, whereas section B discusses the design of appropriate curricula. It is necessary to pay attention to the fact that human rights education and intercultural learning represent two different approaches with the same goals, which will necessarily result in a number of overlaps. The third unit deals with the assumptions on which the two concepts are based. Section B is about the application of the concepts to curricula on two levels: firstly, on the level of general and vocational education and, secondly, to teacher education.

The focus of the third module – *The Media: European dimensions of communication and learning* – are traditional and new media, which should support learning for Europe both at schools and in the training of educational experts. Thus the units will enable participants to realize the possi-

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bilities and limits of media application and provide them with the criteria for assessing teaching materials both in printed and in electronic form to test whether they are “eligible for Europe”. Furthermore, the graduates of the master study programme will be able to assist other teachers in media issues and initiate the production of appropriate materials.

Linguistic pluralism in Europe plays a significant role in all of the modules. However, the fourth module – *Language policies and language teaching: approaches to multiculturalism in Europe* – looks at this issue from different perspectives. Section A is about handling linguistic and cultural diversity in Europe and about the past and present attitudes towards language and culture heterogeneity: on the one hand, in relation to school language policy and, on the other hand, discussing the necessity of developing concepts for multilingual education. All languages should be taken into consideration at all times: official languages and languages spoken in a certain country, foreign languages which have been traditionally and currently taught at school, indigenous minority languages and “migrated” languages, i.e. those languages whose speakers have lived for a limited period of time or permanently in different European countries as a result of international migration and European integration. Section B goes deeper into the issues of this module using two case studies, the former examining the interrelation between the elements of native and foreign culture in foreign language textbooks, and the latter dealing with the construction of foreignness on examples of fictional and non-fictional texts which can be used in the teaching and learning process.

The fifth module – *The development and management of schools and of education in Europe* – makes the participants acquainted with different school models and with the current international discussion about school development, school evaluation and quality assurance. The final unit of this module is specifically dedicated to the question of the didactic formation and management of European school projects.

3. *Perspectives*

An international one-year masters study programme – “Master of European Education” – will come into existence in the academic year 2004/05 on the basis of this core curriculum. The programme is conceived as a postgraduate study, open for students from South Eastern and Central Eastern Europe and the EU. The graduates of this postgraduate programme will acquire the title of *European Master*. Study visits to schools and European organisations will be an integral part of this programme. The masters program will be organised as distance learning and as traditional tuition at the Universities of Zagreb and Münster. The working languages of the postgraduate programme are German and English. The teaching staff will be international.

The holders of the study programme “Master of European Education” are the Teacher Education Academy in Zagreb and the Section for Educational Sciences at the Department of Educational and Social Sciences of Münster University. The university lecturers from Zagreb and Münster that have been working on the core curriculum will continue their work on adjusting the modular structure of the curriculum to the conditions of a one-year study programme according to European standards (ECTS and the credit system).

An international *Center for European Teacher Education, Education Management and European Studies* will be established in Zagreb in order to facilitate the realisation of the masters study program. The Center will also include a European Documentation Center. It will provide education for new administrative personnel (educational managers) and for teachers in South Eastern and Central Eastern Europe (and in the EU), who will, in future, be Europe multipliers and advisers at Ministries of Education, educational institutes, schools and teacher education faculties and academies. They will have an important role in facilitating and supporting long-term reforms at schools and in teacher education. The crucial goals of the Center will be to incorporate knowledge and consciousness about Europe at schools, to support education for human rights and democracy, to develop Europe-oriented teaching materials for schools and teacher education and

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to support teaching and research in this direction. At the same time, the Center will function as an international place of study and research and a meeting point for students and lecturers from South Eastern and Central Eastern Europe and from the EU. It should become a nucleus of international co-operation in issues of European education, thus also strengthening interregional co-operation.

III. The modules – Overview

Module 1

What is Europe? – Basic issues and dimensions of European identity and of educational policies in Europe

A. Concepts of Europe and European integration – past and present

Unit 1

Disputes about Europe: cultural and political ideas and concepts of Europe concerning the EU development

Unit 2

European cultures and identities in the process of globalisation

Unit 3

European integration policy, educational institutions and problems of the transformation of education in South Eastern and Central Eastern Europe

B. Perspectives of European educational policies

Unit 4

Globalisation and national educational policies in Europe – mapping the road for a European educational policy

Unit 5

Educational systems and their reform in the EU and in the transition countries of South Eastern and Central Eastern Europe

Unit 6

The reform of teacher education in the EU and in the transition countries of South Eastern and Central Eastern Europe

Module 2

European dimensions in education and the construction of a European educational system

A. Concepts and topics

Unit 1

Education for Human Rights and Civil Society

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Unit 2

Intercultural learning: theoretical and practical dimensions

Unit 3

Minorities and education in Europe

B. European dimensions in national curricula

Unit 4

The European dimension in general and vocational schools

Unit 5

The European dimension in the national systems of teacher training

Module 3

The media: European dimensions of communication and learning

A. Traditional and modern media

Unit 1

Learning about Europe through traditional and new media

Unit 2

Media competence and projects of virtual learning for children and adults

Unit 3

Distance learning: intercultural communication via Internet Learning – a new challenge

B. Textbooks and teaching aids

Unit 4

Teaching material on Europe and Europe as a subject for school projects

Unit 5

Designing and evaluating textbooks in multicultural societies

Module 4

Language policies and language teaching: approaches to multiculturalism in Europe

A. Multilingual education and cultural diversity in Europe

Unit 1

The variety of languages and cultures in Europe

Unit 2

School language policies and the challenge of multiculturalism in Europe

Unit 3

Didactic concepts of multilingual education in Europe

B. Intercultural communication: the analysis and interpretation of texts

Unit 4

An example of foreign language teaching: images of the native and the foreign culture in foreign language textbooks in Europe

Unit 5

An exemplary case in the experience and construction of foreignness in fictional and non-fictional texts: intercultural communication and text interpretation

Module 5

The development and management of schools and of education in Europe

Unit 1

Schools as independent enterprises and private-public-partnership

Unit 2

School development in Europe – methods and standards of evaluation and quality assurance

Unit 3

Alternative school projects in different European countries

Unit 4

International projects: concepts and management

Module 1

Unit 1 Disputes about Europe: cultural and political ideas and concepts of Europe concerning the EU development

The discussion about the finality of the European integration process places new challenges before the EU. The question is not only the fundamental modernisation of European institutions and decision-making structures – Europe as an association of states, as a confederation or a Europe of regions – but also of a new positioning of the EU in the context of globalisation. What is the basic concept of an EU with a future 27 or 28 members? Which of them are capable of going through the globalisation process and of securing their own position? Which picture of Europe can an enlarged EU refer to? How will European neighbours on the EU borders be integrated into the European integration process? Where does Europe end? The new EU members from Central Eastern Europe and the candidates from South Eastern Europe are the ones who most frequently advocate a concept of European integration that encompasses the whole continent and allows space for diverse interpretations of the European integration process. Such a comprehensive idea is missing at the moment. This is one more reason to examine the discussion about the cultural and political ideas and concepts of Europe whose very aim was to overcome the division of the continent in the period after the Second World War.

Shortly after the end of the Second World War, writers and artists expressed their attitudes and opinions about a project of Europe based on their war experience. They did this by discussing and very often even by confronting the political project of Europe. “Brussels or Europe – one of the two” is the title of an article from 1989 by Hans Magnus Enzensberger about the future form of Europe. A few years earlier authors from Central Eastern Europe had demanded the overcoming of the East-West divide and used the key word “Mitteleuropa”. They gave a vision of a culturally united Europe as opposed to a western economy-oriented project of Europe. After 1989 the formula was “Back to Europe”. Starting with those different approaches, how can we get a conceptual basis for a future united Europe and along which lines do different regional visions of Europe come apart? How

is Europe being presented and what tensions are developing among the political, economic and cultural concepts of Europe?

The Unit approaches these questions on three levels. The topic of the first part will be the current discussion on the finality of Europe, based on which students will examine the Europe concept of the EU project. The next step will be to look at writers and artists from the German-speaking area who expressed themselves on Europe between 1945 and 1990. The third part is dedicated to concepts of Europe proposed by authors from Central Eastern and South Eastern Europe before and after 1989. The aim of the Unit is to present the character of the process and the context-bound dynamic of European ideas and concepts, which will realize their potential by opening the European discourse for different action possibilities and by having a view of Europe as a whole, both politically and culturally.

S.G.

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Module 1

Unit 2 *European cultures and identities in the process of globalisation*

With the territorial enlargement and economic condensation of the European integration process there is a growing need for a precise definition of European identity. In contrast to this tendency it can currently be observed that mobility, migration and plurality of lifestyles and forms in Europe bring into question traditional identification models. Also, due to the pressure of globalisation, cultures are being increasingly defined through their special qualities and differences. Although Europe can refer to a common historical experience as a basis for *origin awareness (Herkunftsbewusstsein)* which is necessary for the formation of identity, the question remains whether this can be sufficient in the future and which cultural orientation framework distinguishes today's Europe from other high cultures. It is important to answer this question, because without culturally pregnant possibilities of identification the European integration process lacks inner consistency and the ability for political action.

In which sense are Europeans European? How do Europeans see their continent? What is the relation between European and national identity? Can we speak about a common European consciousness at all in relation to multiculturalism and the simultaneousness of non-simultaneous developments in Europe? Positions such as “Unity in Diversity” cannot disguise the fact that Europe is increasingly ambivalent and the continent faces a new definition of its collective identity in a globalised world.

The Unit examines possible construction principles underlying a European identity that would integrate the ambivalence of the continent. The creation of such an identity oscillates between national and supranational identity, it questions the concept of the nation-state, and demands clarification concerning cultural identity in intercultural situations. Is there such a thing as a European *leading culture* that connects the different and the disparate in Europe? The bearers of such community awareness could be the European

cultural areas as multilayer partial identities that could provide a framework for a common European culture despite all the differences between them. Which experience from history do these cultural areas offer for the creation of a European identity? Which changes do they go through and what can regional concepts of cultures contribute to the formation of identities in the context of globalisation? These questions will be exemplified and discussed in concrete cases: the Danube region, the region of Istria, the Balkans and the political geography of Eastern and Western Europe. Discussion will be encouraged through the use of literary works and essays.

It is crucial for the Unit to clarify the concepts of nation, ethnos, cultural identity and multiculturalism.

S.G.

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Module 1

Unit 3 *European integration policy, educational institutions and problems of the transformation of education in South Eastern and Central Eastern Europe*

After the fall of communism, the countries of Europe and their citizens have been facing a historical challenge of integrating the “two halves” of the continent on the grounds of shared values and commitments. The vision of an economically prosperous Europe founded on the principles of pluralist and parliamentary democracy, human rights and the rule of law, as well as on its common cultural heritage enriched by diversity, is shared equally by both the established and the new European democracies. However, in order to join the EU transition process, countries need to fulfil certain economic and political conditions, such as: a stable democracy, with particular reference to respect for human rights, the rule of law and the protection of minorities, the functioning of a market economy and the adoption of common rules, standards and policies that are in accordance with European laws. In addition, they need to comply with EU education priorities by empowering the citizens to be able to meet the challenges of an open and pluralist knowledge-based economy and society. Since for these countries this means fundamental and comprehensive social changes that are often hindered by many inherited and transitional problems, the EU provides a number of assistance programmes in different areas, including education.

The major topics of discussion in this Unit encompass: the European integration processes after the fall of communism – the Council of Europe, OSCE and EU; Post-Summit priorities of the Council of Europe in education; the OSCE and the promotion of the human dimension through education; EU priorities in education and training – employability, active citizenship and personal fulfilment; the EU enlargement policy – major texts, programmes and agencies with special emphasis on education; the burden of transition – visions, provisions and realities of Central and Eastern European countries; obstacles to change in education – structural, institutional

and psychological factors; bridging the West-East divide through education
– promoting quality in a lifelong perspective.

V.S.-V.

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Module 1

Unit 4 *Globalisation and national educational policies in Europe – mapping the road for a European educational policy*

There is no coherent European educational policy, but there are elements of a new supra-national framework. There is a great and interesting variety of national educational policies and there are developments towards a future structure of a European educational policy.

Globalisation, understood as a process which depends in itself on many processes on different levels, implies that we have to accept that each nation state is in a process of redefining and reinventing its position within a global as well as a regional interstate system. The quality of this process and its results will, to a great extent, determine the future of education in Europe in each national educational system. This process contains new advantages, new challenges, and new responsibilities.

Each national tradition and educational situation has to be reflected carefully within the new political framework. This framework also defines new conditions for the competition among nation states. Professional and ethical codices in a national context have to be related to new concepts of global values, and global values have to be reinterpreted under cultural, national traditions. Equally important for the definition of new responsibilities of national educational policies are the national curricula and the national learning contexts and all problems related to programmes of teacher training and to the competencies of teachers.

National educational systems and educational situations have been strongly determined by and connected with the nation state and its power structure. Vital changes have to be carefully reflected in order to avoid negative results for the nation state and for Europe. Each national educational framework has manifold ideological preconditions and implications and ideology has always been an important dimension for the structuring of national educational systems and of education itself. The new challenges should therefore be carefully reflected as elements of a new responsibility of na-

tional educational policies and as answers to the question “What will Europe be?”

The redefinition of national educational policies in Europe will be confronted with questions of basic and functional illiteracy, of the poverty of children, of the state of teacher training, of the inner and outer framework of the public educational institutions. Within the nation state as well as in Europe these questions reach a new individual and collective quality. Similarly important will be ecological problems, developments in the field of the new communication and information technologies, of virtual education, and of the dissemination of knowledge within each national society and in Europe as a whole. At hand are discussions on human rights, on the process of democratisation, on war and peace, on security and liberal rights, on terrorism and anti-terrorism, and on the question of legal security within and beyond the national state.

The concept for this unit will allow students to work on and for a new European identity by confronting the educational policies of nation states with the challenges of a new European framework, perceived as part of a developing framework of the world society. In this understanding this unit might help to cope with implications of the processes of globalisation in the field of education, educational systems, and educational policies in Europe.

D.K/A.M

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Portal supported by the European Commission

URL: <http://www.elearningeuropa.info/>

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Module 1

Unit 5 Educational systems and their reform in the EU and in the transition countries of South Eastern and Central Eastern Europe

The educational system is linked with economy, politics and culture. It serves their development, and, as such, has to meet their needs, as well as the needs of the citizens of a united Europe. New educational needs arise from the development of new technologies, the ever increasing unemployment rate, the need for greater social cohesion which can be achieved by sharing common European values, and from the need to reduce social exclusion of individuals and particular social groups. That is why the common objectives of European education are permanent employability, competence for active citizenship, the strengthening of social cohesion and a less intense social exclusion.

Besides the above-mentioned objectives, education in transition countries has an additional task, namely to facilitate social transition in European post-communist countries. This social transition comprises the transition from planned to market economy, from a politically monistic society to a politically pluralistic (civic) society, and a modernization of value systems among the young and adult active population. Due to radical changes in the social context, all transition countries have started structural changes in their respective educational systems with the aim of harmonizing them with the educational systems of the EU countries.

There is no unique European educational system as such. There are, however, common objectives and principles of educational policy, which lead to its gradual structural alignment and which are manifested in the reforms of national educational systems. This is why the main issues of this Unit refer to the objectives of contemporary European education, to the conceptual basis of educational policy and the reform of educational systems (the concepts of lifelong learning and of “the learning society”), to the common principles of European educational policy, and to the specific circum-

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stances and limitations in the implementation of educational reforms in particular countries, with special reference to the problems of educational reform in transition countries.

N.P.

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Module 1

Unit 6 *The reform of teacher education in the EU and in the transition countries of South Eastern and Central Eastern Europe*

The efficiency of a system of education greatly depends on the quality of its teachers. It can be shown that the establishment of teacher education systems gives a broad insight into what the school system stands for. Therefore, one of the basic issues of concern for educational experts and educational authorities is how to improve the national systems of teacher education as well as in-service training. New professional requirements, which are the result of globalisation and of the unification of Europe, have initiated reforms of teacher education in the Member States of the EU. Nevertheless, a European agreement concerning teacher competencies is still missing. On the other hand, in transition post-communist countries reforms in teacher education as well as in the entire system of education are the result of radical political and economic changes and the official changes in the system of values. For these reasons motives vary in different European regions and countries depending on their political and economic development and their cultural features. However, despite national and regional differences, there is a trend to urge the “harmonization” and standardization for systems of education, which implicitly includes the system of teacher education. The aim of the so-called Bologna process is not only to harmonize teacher education and training, but to change and harmonize the system of university studies, which also includes teacher training systems. At any rate, what does harmonizing really mean in the context of different views?

Thus, the basic aim of this Unit is to inform learners about the systems of teacher education in different European countries and to make them reflect on the biography of the teaching profession in a background of differences. For this purpose, a comparative analysis of the fundamental elements of the system of teacher education will be presented as well as of the imple-

mented and planned structural reforms in selected countries of the EU and transition countries of South Eastern and Central Eastern Europe. The analysis will comprise the following elements: the duration and/or level of initial teacher education; the curriculum of initial education (with special reference to the relationship between specialized courses necessary to acquire competence in a particular school subject and the courses necessary to acquire professional competence); the basic models of initial teacher education (concurrent versus consecutive), access to initial teacher training and selection criteria, and the organization, legislation and content of in-service teacher training. Furthermore, it will include problems of the changes and transitions concerning the breadth and the limits of professional roles, etc. This analysis will show whether there are common trends in teacher education in Europe, what the basic differences are in the systems of particular countries and/or regions, and what historical, political and cultural reasons may underlie them. Moreover, it should enable an understanding of the common and specific unresolved issues, dilemmas and controversies and give a prediction of the development of initial and life-long teacher education and training.

V.D./A.H.

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Module 2

Unit 1 Education for Human Rights and Civil Society

In a situation of complex and continuous social change, a new purpose of education becomes the empowerment of the individual for an active, productive and responsible participation in decision-making at the level of local, national and international community, which is at the same time based on respect for the universal principles of human dignity, the rule of law, pluralism and peace. These changes initially appeared in the non-formal sector. The programmes are mainly focused on the development of procedural knowledge and skills, as well as on the acceptance of values that a person needs to be able to respond efficiently to complex social challenges. They emerge under different names, such as education for human rights, international understanding, citizenship, democracy, peace, non-violence, development, as intercultural, civil, global education, etc. Recently, these principles have become more and more integrated into national policies and practices of education leading to an increased co-operation between formal, non-formal and informal education sectors. In schools, they may be implemented in a cross-curricular way, as part of existing curricula, as special teaching subjects, methods and techniques of learning etc. Their efficient implementation largely depends on a solid and continuous preparation of teachers.

The unit will explore the following issues: the shift in the purpose and goals of education as an outcome of the 20th century social challenges; education in the international and regional (European, American, African) systems of human rights promotion and protection; the emergence of the idea of an active and responsible citizen and its impact on education; the rights of the child, the right to education and the right to human rights education: a review of international and regional standards, implementation strategies and monitoring systems; human rights education approaches in Europe: concepts, policies and practice; critical awareness, partnership and action: three pillars of empowerment through education; the challenges to human

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rights education: citizenship, pluralism and globalisation; violations of human rights in and through education; human rights of vulnerable groups in education.

V.S.-V.

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Module 2

Unit 2 Intercultural learning: theoretical and practical dimensions

The idea of linearity, homogeneity, and continuity determines the history of modern, mono-culturally orientated societies, closely connected with the project of the national state. Exclusion and a thinking in dichotomies and the separation of “other” and “self” are among the signatures of these societies. Europe is involved in a process of unification. For this Europe as part of the one world, however, plurality, discontinuity and heterogeneity are the keywords, and inclusion and transversal thinking are the most important and decisive dimensions.

What has to be learned is a new way of dealing with difference and dissent. What has to be achieved are dialogues and interconnections and not uniformity, standardisation and harmony. This asks for a concept of intercultural learning, which allows the confrontation with modes of interpretation and concepts of normality of one’s own and of others and which, in a reciprocal process, allows to cope with the “other” in the “self” and with the “self” in the other. Intercultural learning includes the questioning of institutional structures and of professional routines connected with these, e.g. in schools and educational administration systems. These fields are important, because they tend to hide those dimensions particularly crucial for intercultural learning, and to present structures specifically determined by history and culture, as unquestionably given by nature, thus producing professionally relevant orientations for everyday life.

The great amount of literature on intercultural learning (resp. intercultural education) includes research on the relationship of “self” and “other”, on concepts of intercultural education, and on intercultural learning in schools. It is the aim of this unit to study central modes of argumentation, to illustrate limitations, to develop criteria for the reflection of intercultural learning processes with reference to projects, and to reflect necessary preconditions for intercultural learning processes.

The following aspects and dimensions should be among the central subjects of the unit:

How does strangeness arise, how did the relationship of “other” and “self” develop, and why did it end up in a relationship of reciprocal exclusion? What are the discerning dimensions between “strangeness” and “otherhood”? Which are the differences between concepts of “Kulturkunde”, concepts of intercultural learning, anti-racist education, and intercultural learning? What is the importance of intercultural learning as lifelong learning and as a challenge to educational systems? Which are valuable examples of intercultural learning? Which are their discerning criteria and relevant aspects?

M.K.-P.

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Module 2

Unit 3 Minorities and education in Europe

The long and conflict-ridden history of the exclusionary social intercourse with autochthonous (indigenous) as well as allochthonous (immigrated) minorities usually begins with the emergence and development of the national state.

The national school and the development of general compulsory education played a central role in this process. Notwithstanding the differences between the various European countries and historical epochs, there is no doubt that the languages and cultures of the autochthonous minorities had been suppressed and ignored until the second half of the 20th century. Furthermore, some contemporary crises have demonstrated that processes of linguistically or ethnically legitimated exclusions may – under certain conditions – be reactualized even today.

School was one of the decisive instruments in institutionalizing the following formula: One human – one language/one territory/one state/one people and the connected (national) ideologies. Limited linguistic and cultural rights were granted to autochthonous minorities, only if they were territorially bound. Allochthonous minorities had no specific linguistic or cultural rights as foreigners or naturalized citizens.

As foreigners, they were allowed under certain conditions – and if they disposed of the financial means – to establish public schools in their own language or they were allowed to attend state schools in as much as there were respective intergovernmental agreements.

In the second half of the 20th century this began to change in most European countries and beyond. It is generally and widely accepted today as a socio-cultural normality that people grow up in multilingual settings. The children and juveniles of foreign nationals (of the allochthonous minorities) are usually subject to compulsory education, and, slowly, language learning strategies have been developed to cope with problems due to different and

coexisting mother-tongues. Furthermore, following initiatives of UNESCO and European authorities, allochthonous children and juveniles are nowadays allowed to practice to some extent their own culture and language in public/state schools.

Another important aspect is that intercultural learning and education is increasingly interpreted to be more than a compensatory offer for immigrant children and juveniles on the one hand and an exercise in tolerance for the autochthonous majority on the other. Rather, intercultural learning and education is seen as a transversal educational challenge, equally relevant for immigrants and autochthones, and this includes, of course, education for Europe.

Still, the 200 year-old history of the construction of national educational systems which for a very long time was clearly geared towards mono-cultural and mono-linguistic structures, contents and didactics can still be felt today.

The aim of this unit is, firstly, to get acquainted with the history of educational policies with regard to linguistic-cultural heterogeneity and, furthermore, to show how and where this historical legacy is still affecting the present. Secondly, recent and current changes in the legal arrangements for and the actual practices of the use of languages and cultures of the old autochthonous and new allochthonous minorities will be emphasized.

Thus, the following issues should be addressed in this unit: What has been the history of educational policies with regard to ethnic, cultural and linguistic minorities? How have these policies affected rules, structures and the curriculum? What are the changes to be observed? Are there any trends towards wider inclusion, or are new patterns of exclusion emerging? Are there any signs of a democratization of the relationship between minorities and majorities? What are recent national, regional and European trends regarding the socio-cultural inclusion of minorities (e.g. Sinti and Roma)?

M.K.-P./A.H./D.K.

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Module 2

Unit 4 The European dimension in general and vocational schools

Since the signing of the Maastricht Treaty in February 1992 the concept of the *European Dimension* in education has been intensely debated.

Preparatory work of the education minister conference of the European Community between March 1988 and October 1991 led to articles 126 to 128 of the Maastricht Treaty which create a wide framework for a stronger European perspective of supranational and national educational policies and programmes.

The main aims of the introduction of the concept of a European Dimension are:

- The strengthening of knowledge as an economic resource,
- The fostering of the variety of cultures in Europe,
- The promotion of a European Community consciousness,
- The securing of human rights and democratic values.

The institutions of the European Union and the Council of Europe place different emphasis on the development of a *European Dimension* in schools. While the view of the EU focuses particularly on the development and homogenization of qualifications and examinations between and among member states (and those awaiting accession) the activities of the Council of Europe, traditionally addressing Europe in a wider institutional and geographical sense, concentrate on the contribution of education to the cultural and political integration of the shared European values. Both European institutions accept the primary role of national competences in school matters and curriculum design (subsidiarity). The actions which the individual states have taken on in the development of the *European Dimension* can easily be checked out in the portrayal of the national education systems in the European information net 'Eurydice' in the internet.

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The areas of activity of the *European Dimension* in schools take on many forms, they include subject teaching (in this context the social sciences, history, languages, arts and music need to be stressed), pupil exchanges and school partnerships (including study trips abroad and shared international learning aims promoted by the ‘Socrates’ programme), the running of competitions (e.g. *Europe @t school* of the European Movement), the development of e-learning projects (e.g. the ‘Comenius’ programme) and the development of schools with a European profile (European schools).

The aim of the unit is to inform the participants about the existing and evolving educational programmes and activities with an explicit European orientation. The participants will acquire basic competences as facilitators in the transfer of didactic-methodical strategies and for initiation and follow-up of school-based activities.

Besides addressing technical issues of teaching and learning, organization and administration the contents of this unit shall also deal with structural questions concerning the realization of the European Dimension such as: How can we cope with our limited competences in our efforts to develop European learning aims and curricula? How can Europe avoid a twofold, substantial danger: to establish lines of demarcation towards Third World countries and towards the United States of America? How do European educational policies relate to global educational policies and priorities (UNESCO)? How might we be able to pursue bottom-up activities and initiatives in view of the prevailing top-down strategies of implementation? How can integrative and pluralistic perspectives be combined? Is it necessary to define the soft category European Dimension more precisely?

H.-J.v.O.

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Zentrum für Europäische Bildung: Europe @t school. Internet Award Scheme

URL: http://www.europäische-bewegung.de/schule_es/body.html (Stand: 07.01.2003)

Module 2

Unit 5 *The European dimension in the national systems of teacher training*

Teacher training in the various countries of Europe is, in a variety of ways, closely linked to the historically relatively recent formation and development of modern nation states and their public/national school systems. With the stepwise introduction of compulsory education in public/state schools, not only schools but also the teaching profession became intertwined with the evolving concept of sovereign statehood.

Up to the present day these national histories continue to be embodied in the structure as well as the contents of teacher training courses; and this is one of the reasons why it is proving difficult to establish a *European Dimension*, more generally, an international dimension in basic teacher training.

Typically, and despite all the political declarations from the world-wide, down to the national level, stressing the importance and relevance of strengthening the international and intercultural orientation of teacher training, the institutionalization of such units is limited to a number of small supplementary courses, some model projects and some specialized offers in the context of inservice-training.

This unit shall address the following problems and issues: In what forms and with which aims is the *European Dimension* referred to in the context of international and national teacher training courses and projects? Are the relevant qualifications assumed to emerge via the setting of common standards or are explicit and detailed provisions regarding the qualification processes deemed necessary? Is the requisite knowledge mainly focused on the technical and organizational level of individual performance and mastering in the context of otherwise accepted and taken for granted attitudes and routines of individuals and education systems? To what extent are there teaching and learning components, at the level of basic teacher training and that of structured inservice-training and further education, aiming at and

elucidating basic socialization and value patterns of the individual teachers as agents in social spaces which constrain them on the one hand and can be actively influenced by them on the other? What is the relationship between concepts of “multilingualism” (bilingualism) and “multicultural orientation”? Is the mastery of more than one language, school-based foreign language learning, the use of a foreign language as a language of instruction equivalent with or a contribution towards the improvement of intercultural/European competences in civics, history, the social sciences?

J.H.

Selected bibliography:

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Module 3

Unit 1 Learning about Europe through traditional and new media

The Unit will give an overview of the development of European film and television. The structure of television programmes and the representation of European production will be analysed in detail using examples from German and Croatian TV channels. The presence of Europe on foreign, extra-European television will also be observed in the examples of some American TV channels. To what extent does television connect particular cultures and European nations and how does it influence European multiculturalism? What is the role of the Euroimages fund and the international organization AVE in European co-productions and audio-visual media? How important is the European Film Academy as an integral part of European culture?

European film still has a position of secondary importance in relation to the domination of the American film industry. This Unit will deal with the development of European film from its beginnings to the present day in the context of the history of film in general and with special reference to the contrast between Hollywood and Europe and between genre- and author-cinematography. How strong is the influence of European film on American cinematography (especially German and French authors)? In what way has American film changed European cinematography?

The Unit will include a comprehensive view of the place of European film in education, in subjects of media culture and in other school subjects; it will also study and evaluate syllabi and curricula, discover how much can be learned about Europe, its culture and nations by using media, film and television, and reflect on how media syllabi should be changed and enriched with new contents of a European orientation. The contribution of migrants to European film and their influence in bringing together different cultural horizons will be analysed and exemplified through the German film industry.

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If the European film exists at all, what are its characteristics? What are the specific qualities of the German, French, Italian and other European film industries: their topics, approaches, directing style and world-view? What does European film mean to the European audience? Can it compete with American film, and if so, how can it compete?

The Unit will encompass the complexity of the phenomenon of both European television and European film, the thematic orientation and the specific qualities of European film as well as its representation in the TV programme, the cinema repertoire and in media syllabi in schools. The importance of co-productions in the European cultural context and their interrelation will be analysed. The notions of European film, European television and the film author will be explored. Finally, the question will be raised about whether it is possible to speak about European television and film at all within today's trends towards globalisation, and the role will be examined of each particular national cinematography.

K.M.

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Internet pages

The American film page (most detailed Internet page containing information on authors, films, cinematographies, film reviews, etc.)

URL: <http://www.imdb.com>

The Austrian film museum (Austrian film archives with all the relevant data on Austrian cinematography)

URL: <http://www.filmmuseum.at>

Core Curriculum for a Master of European Education

The Library HFF Konrad Wolf (important German library at the College for Film and Television)

URL: <http://www.bibl.hff-postdam.de>

The British Film Institute (relevant information on the past and present of British film)

URL: <http://www.bfi.org.uk>

Film reviews (database of film reviews written by outstanding film critics)

URL: <http://www.mrqe.com>

The Institute for Media Pedagogy (home page of the Institute with numerous useful links to other relevant pages)

URL: <http://www.jff.de>

The German Film Institute (information on the past and present of German cinematography)

URL: <http://www.deutsches-filminstitut.de>

Selected film pages (film page with a number of useful links on film, television and other media)

URL: <http://www.cinema-sites.com>

The Italian film search engine (page containing information on Italian cinematography and links to pages of all world film museums, archives and libraries)

URL: <http://www.library.uiuc.edu>

Module 3

Unit 2 Media competence and projects of virtual learning for children and adults

The aim of this unit is to achieve improvement in the learners' media competence with special reference to the use of the Internet in education, particularly in the area of virtual learning of children and adults. After the long dominance of the teaching model established by Komensky over three hundred and fifty years ago, new teaching and learning models are taking over. They are the result of the new media environment in which we live and of new ideas of multimedia didactics. Therefore it is important for educational experts to work on the improvement of their own competences in new teaching and learning conditions.

There are four dimensions of media competence: media criticism (Medienkritik), media audience (Medienkunde), the use of media (Mediennutzung) and media development (Mediengestaltung). In media criticism three aspects can be observed: the analytical, the reflexive and the ethical. Besides media criticism, an important role is played by media users who are interested in the informative dimension and in the application of media (For what purpose can I use media?). Media critics and media users implicitly include the dimension of mediation (Vermittlung). The use of media can be observed from two points of view: a) receptive and b) interactive. The area of media development can be seen both as an innovative and creative development. The study of media competence can be extended to social discourse, or, in other words, to the influence of media on the social environment (the economic, cultural and aesthetic aspect).

All primary schools, secondary schools and universities in Europe will soon be connected to a computer network and numerous educational projects will enable the establishment of a wide network of learning communities. All relevant libraries and other institutions directly or indirectly promoting learning will be accessible on the Web. In this unit, learners will represent a virtual learning community using teleconferences, on-line learn-

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ing, search engines, establishing contacts with their mentors and colleagues, etc.

Within this unit learners will study and evaluate programmes and projects of virtual learning for children and adults, projects concerning the formal and informal learning of children and adults and projects related to university studies. They will also become acquainted with evaluation research carried out in order to examine the quality and efficiency of virtual learning projects.

The main issues to be covered in this unit are: What are the specific qualities of the media environment of young people and adults at the beginning of the 21st century? How does the Internet influence the organization of the learning process for children and adults? To what extent and how does distance education change the physiognomy of the traditional teaching process and the term “school”? To what extent has the traditional notion of distance education changed with the appearance of the Internet? In which areas has virtual learning proved more efficient than other didactic solutions? What are the characteristics of a good-quality model of virtual learning? How do parents’ and students’ roles change with the appearance of the Internet and in situations which require virtual learning? What is the relationship between the possibility of virtual learning and the implementation of the aims of multicultural education and the European dimension in education? How can the Internet contribute to the realization of the concept of multicultural education and a multicultural Europe? What kind of hardware is available in designing modern models of virtual learning?

M.M.

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Internet pages

The Open University

URL: <http://www.open.ac.uk>

The Open University admitted its first students in 1971. It is the UK's largest university, with over 200,000 students and customers. The OU represents 22% of all part-time higher education students in the UK. This site contains information about the programs of this UK's largest institution for virtual learning and numerous links with similar institutions.

Distance Education Web Sites – University of Maryland University College

URL: <http://www.umuc.edu>

The university offers bachelor's degrees with a choice of 22 majors and 37 minors. UMUC's Graduate School offers 17 master's degrees and three executive master's programs, in addition to having one of just a few doctor of management programs in the United States. In addition to degree programs, UMUC offers a broad array of career enhancing undergraduate and graduate certificate programs, with most available online, as well as executive training programs geared towards middle and upper level managers.

Fernuniversität Hagen, Germany

URL: <http://www.fernuni-hagen.de>

The only university in Germany to offer a university study which can be completed from one's own work place. It comprises undergraduate and graduate studies and offers a variety of learning materials and various ways of communication combining scientific and practically-oriented research. This virtual university represents a new dimension of the university of the future by offering a constantly increasing number of learning possibilities on the Net.

EDEN

URL: <http://www.eden.bme.hu>

European Distance Education Network – EDEN is the only European organisation where membership is open to anyone – both institutions and individuals – with an interest in open and distance learning. The site contains information on conferences related to distance learning and links to a number of institutions of distance learning in Europe.

ICDE

URL: <http://www.icde.org>

International Council for Open & Distance Education The International Council for Open and Distance Education (ICDE) is the global membership organisation of educational institutions, national and regional associations, corporations, educational authorities and agencies in the fields of open learning, distance education, and flexible, life-long learning. The site offers useful information concerning international conferences on distance education and on related publications.

Virtual University Projects

URL: <http://www.ccon.org/hotlinks/vedu.html>

The site contains an overview, descriptions and links to numerous university projects on distance education.

Journal of Technology Education

URL: <http://scholar.lib.vt.edu/ejournals/JTE>

On-line issues of the journal published since 1989 (in HTML and PDF format).

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Journal of Computing in Higher Education

URL: <http://www.jchesite.org>

An overview of the contents of the journal from 1995 to the present day.

University of Wisconsin Distance Learning Clearinghouse

URL: <http://www.uwex.edu/disted/home.html>

The Distance Education Clearinghouse is a comprehensive and widely recognized Web site bringing together distance education information from Wisconsin, national, and international sources. New information and resources are being added to the Distance Education Clearinghouse on a continual basis. Catalogues and dictionaries on distance education as well as links to databases on distance education can be found on this site.

Journal of Interactive Media in Education

URL: <http://www-jime.open.ac.uk>

The site contains interesting texts on interactive multimedia. The journal was established in 1996 and publishes original texts and discussions concerning interactive media.

Module 3

Unit 3 *Distance learning: intercultural communication via Internet Learning – a new challenge*

New media are suitable for offering universities and schools learning contexts in which communicative and co-operative activities of institutional learning are freed of any space and time boundaries. In such a way, conditions are created for teaching events that bridge borders between learning about different cultures (Distance Learning). Furthermore, new media enable direct and immediate contact with conversation partners from foreign cultures by means of such teaching events. Unlike traditional learning offered at school and university, the encounter with the foreign is not limited to the level of theoretical reflection or indirect media transmission via image, text or sound material. It happens directly in an intercultural contact via e-mail or chat, in other words, through the common discovering of texts by culturally and nationally different groups of learners. Such forms of intercultural interaction should support an understanding of the foreign and intercultural learning.

Based on case studies, the Unit examines the structural conditions under which the potential of new communication technologies can be used for intercultural learning processes. The Unit also tackles the question of how to organize distance-learning events in order to make intercultural understanding between culturally and nationally different student groups on the Internet really happen. Guiding questions include: the virtuality and limitlessness of time and space on the Internet versus the concrete time and space experience of learners at a certain place, the problem of foreign language communication on the Internet as opposed to mother-tongue related, cultural patterns of meaning, the anonymity of learning via the Internet in relation to the emergence of stereotyping and other forms of communication freed of the compulsions of traditional teaching, demands by learners and new task areas for teachers as moderators of intercultural learning processes, the issue of quality and measurability of learning on the Internet,

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the organisation structure of intercultural Internet events and the role of English as a global Internet language in understanding foreign cultures.

The Unit presents and explains these questions in the light of the development of a “new learning culture” under the influence of new media as repeatedly stressed by media experts. What are the challenges new media present for learning and teaching at schools and universities? Which potentials of new media can be profitable and how should one imagine a new Internet-based learning culture that implies intercultural understanding as one of its key features?

The basis of the Unit is the analysis of concrete distance learning projects (including Internet platforms) which will be given to the learners as a collection of working materials.

S.G.

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Module 3

Unit 4 *Teaching material on Europe and Europe as a subject for school projects*

Europe as a topic for learning and teaching or as a curricular element can be found both in the national guidelines of many European countries and in textbooks and other educational materials, mainly in the social science subjects of all types of schools and levels of education, but also in the context of foreign language teaching, in suggestions for interdisciplinary projects or in various types of contests. Such teaching and learning materials primarily aim at providing pupils with basic knowledge of European neighbouring countries and at informing them about the process of European unification and institutional procedures of decision making (e.g. in the European Parliament). Beyond the demands that involve describing and analysing institutions and countries, some general educational aims can be noticed – implicitly at least -, such as encouraging young people to open up for international understanding and to engage in the “European cause”.

This unit has been designed to focus critically on the intentional levels of teaching materials on Europe and to analyse them with regard to their premises and scope (in this context, cf. unit 1 of module 1 and unit 4 of module 2). From the wealth of existing working materials, the following could be examined as examples:

- Leaflets for pupils with information on the new common European currency, the Euro;
- The interpretation of variants in interpreting and describing the development of Europe, as presented in the “European History Book” (F. Delouche), which has been edited in several European languages;
- Working aids/outlines for interdisciplinary projects with a topical focus on multilateral environmental problems in border areas (e.g. water management and pollution of the Rhine, the Danube or the Baltic Sea).

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The critical analysis of such materials aims at enabling students to find out about the interests and objectives of the respective teaching outlines and working aids on the market and to evaluate the potential as well as the limits of “school education for Europe”. Thus the main aim of the unit is not to improve the individual teaching qualifications of the participants, but rather to help them develop counselling and advisory competence vis-à-vis schools and teachers, supporting them in working out tasks and activities with a European perspective. In order to identify the level of discussion, answering the following questions could be helpful:

Which view of Europe is presented in the materials? Which perspectives are favoured or ignored? Are key problems of political, economic and social nature addressed in a way that the positions of minorities are accounted for and cultural stereotypes are put into perspective? How are social changes taken note of and explained historically at the national and the international level?

J.K./K.B.

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Module 3

Unit 5 *Designing and evaluating textbooks in multicultural societies*

This Unit represents an introduction to the methodology of making textbooks and the methodology of evaluation of textbooks that are expected to meet the demands of schools in multicultural societies. Multiculturalism is understood as coexistence of the cultures of different groups in the context of the idea of a plural society.

Besides other modern communication media, textbooks will remain a basic teaching medium and the basic source of information and texts for learning. Education for peace, cooperation, tolerance, non-violent conflict resolution and education for a life in multicultural communities in general are the values that should be incorporated in all textbooks. Thus it is important to become acquainted with the theories of textbook design and with their use in the process of education. The methodology and the criteria of textbook evaluation are of crucial relevance, too.

The basic issues to be discussed in this Unit are the following: What is the role of textbooks in a new media environment? Which standards are to be met to create a multicultural textbook and what are the pedagogic and methodological procedures to establish them? What is the role and the possibilities of a textbook as a vehicle for intercultural education with special reference to cultural and moral values? To what extent does textbook content contribute to education for peace and tolerance? Which topics contribute to learning about the basic characteristics of European identity? To what extent and how is the European dimension present in the content of textbooks? To what extent and how do textbooks present issues related to human rights and civil society? To what extent can they contribute to the practice of intercultural learning? How do the textbooks used in compulsory education present national and ethnic minorities? How do they deal with the problem of conflict solving among nations and how are wars pre-

sented in this context? To what extent can textbooks educate for non-violent conflict resolution among nations?

In this Unit, learners from different cultural, national and ethnic communities will be able to initiate and implement comparative research of textbooks, especially of those carrying national (and/or ethnic) attributes (such as mother tongue, history, music, science), and disseminate the basic findings of their research in their environment.

M.M./D.V./A.Ž

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A Benchmarks-Based Approach to Textbook Evaluation

URL: <http://www.project2061.org>

Web Site of American Association for the Advancement of Science. It contains information on projects related to textbook evaluation and links to other school textbook-related web sites. It also contains data about quality textbooks and other teaching material.

Module 4

Unit 1 The variety of languages and cultures in Europe

For some decades now, the variety of languages and cultures has officially been cherished as a ‘trademark’ of contemporary Europe. Since the treaties of Rome and, more specifically, the “Decree Nr. 1 of April 15th, 1958”, (“the language charta of the EU”) the official languages of all member states have been working languages of the European Union.

In 1995, it was proclaimed that every citizen of the European Union should speak at least three languages of the community: in addition to his or her national language, English as the world-wide *lingua franca* and the language of a neighbouring European country. In 1997, every European citizen was declared to have the right to address herself or himself to the organs of the European Union in one of the national languages of her or his choice, as well as being answered in the language in question. The inclusion of this right in the treaty of Amsterdam raised it to the quasi-constitutional level. Further languages and cultures of the recognized autochthonous minorities are granted certain privileges in most member countries.

The Council of Europe has published documents and sponsored initiatives to save the ‘lesser used languages’. The languages of migrants, however, do not receive any attention, in spite of the fact that some of the respective groups of speakers are more numerous than those of certain official European languages and most of the recognized national autochthonous minorities. In a number of cases – and with substantial differences between member countries – languages of migrants are additionally and/or exceptionally taught in schools and, to some extent, are accepted in court procedures.

The objective of this unit is to familiarize the participants with the different aspects of language policies at the national level, the levels of the EU and the Council of Europe and that of UNESCO. It will be shown that the legacy of national(istic) language and culture policies continues to have an impact on the present and what changes are needed to establish more de-

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mocratic language and culture policies. The relationship between power structures and language/culture policies will be described, thereby explaining how different degrees of political integration are correlated with more or less explicit hierarchies of languages.

Some important questions are: Which factors contributed to the fact that certain languages evolved into the status of official languages and how did that affect the other languages? Why is it that monolingualism of a region/state/people was – or still is – regarded as indispensable for political unity? Why is/was multilingualism regarded as a threat? How can/could one interpret the relationship between language and culture? Which examples and practices could be generalized to allow more democratic language and culture policies? Should there be a leading “natural” European language or perhaps even a common “artificial” European language? Are there any signs at national levels for the generalized acceptance or growing support of a larger plurality of languages in the exterior culture policies, in the mass media and in development aid for education in Third World countries?

M.K.-P./J.N.

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ber 1998, organized by the European Cultural Foundation in Cooperation with European Parliament and the Ministry of Culture Luxembourg

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Module 4

Unit 2 School language policies and the challenge of multiculturalism in Europe

For the first three decades after World War II some common macro-trends in school language policies are discernable for Eastern and Western Europe (and even beyond). As part of the overall democratization and modernization of secondary education the curricular weight of modern foreign languages for the large majority of all pupils was substantially increased while that of classic Greek and Latin continued to decrease. Mainly two languages have benefitted from this development: Russian, for a certain period of time, and English.

Around the mid-seventies, a new discourse about societal multilingualism and multiculturalism begins to emerge in the Western European countries against the general background of recent inner-European migrations and that connected to the dismantling of the old colonial empires. While traditional patterns of thinking and political reactions along the lines of national(istic) closure coupled with assimilationist pressures on the new minorities continue to exist, there are also efforts towards a widening and generalization of the concept of linguistic and cultural social normality, reflected, among others, in the stronger visibility of linguistic and cultural minorities in the public and private mass media and everyday life in the larger agglomerations.

This has a number of repercussions at the different levels of formal education: At the secondary and tertiary level, the spectrum of languages socially permitted to be used – even for satisfying formal foreign language requirements – is strongly widened (at least officially and in principle), at the lower secondary, the primary and pre-primary level the importance of language learning and teaching is pedagogically rediscovered (especially for those learners whose language of origin is not the socially dominant language of instruction).

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These trends were intensified and accelerated by the implosion of the communist system. In the turmoil following they experienced various – and sometimes violent – conflicts between the large nationalistic and the small post-modern factions of their publics on the one hand and the present formal norms and political expectations of their western neighbours and institutions.

This unit shall address the following issues: What was, in an international perspective, the range of institutionalized political, social and educational answers to the challenge of multilingualism in the fifties of the last century, how has it evolved up to the present? What is the current state of the art in (international) research and professional discussions regarding the relationship between (foreign) language learning and school success? What are openly discussed typical controversies and conflicts – in a number of specific countries – regarding language policies in general and, specifically, in the context of public schooling, is it possible to identify important, yet marginalized (“taboo”) issues and problems?

D.K./M.K.-P./N.J.

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Module 4

Unit 3 Didactic concepts of multilingual education in Europe

Language diversity is a crucial characteristic of Europe. On one hand, in many European countries people speak the official language and its varieties (dialects), but there are also minority languages of indigenous minority groups. However, this is not all, since another consequence of international migration is the parallel presence of “immigrated” languages. On the other hand, there is a growing need to study as many foreign languages as possible at a time when Europe is undergoing intensive integration processes. The main goal of language learning is to increase professional and personal mobility and to support intercultural understanding. Although the languages currently present in European countries do not have an equal status, there is no doubt that European citizens must learn how to behave in multilingual situations. This task is not the same in countries where one of the “big” European languages, such as English, German, French or Spanish, is the mother tongue of the majority of the population, as in countries where both the majority and the minority population have to master the language diversity of their own country and, in addition, a foreign language relevant for communication within Europe and globally.

Generally, school plays a crucial role in language education, and specifically in the acquisition of languages other than the official language and the language of classroom instruction. School is also responsible for “multilingual education”. Different models and concepts of second language and foreign language teaching as well as the development of sensitivity for language diversity have been discussed for a longer time: bilingual schools with their respective branches, combining language teaching and instruction in single subjects, models of early foreign language learning, intercultural second language and foreign language teaching, different models of language awareness and the “European Language Portfolio”.

The aim of this Unit is to offer an overview of the existing and developing didactic concepts of multilingual education in Europe, paying attention to

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different circumstances at both regional and national levels. The learners will be qualified to advise educational institutions on the choice and implementation of appropriate concepts of multilingual education.

The following questions will be discussed in this Unit: What does “Education for Multilingualism” mean and how can it be implemented? How can schools structurally include the multilingualism of their students and implement it in their education if only some languages can be integrated in the curriculum. How should foreign language teaching be designed in order to use the experience of one language in the acquisition of new languages? Which order of languages is appropriate considering single and specific language situations and language policies at both regional and national levels? Which methodological and didactic concepts support the aims of multilingual / multicultural education within foreign language teaching? How can the “European Language Portfolio” as a project of multilingual education on the overall European level be adapted to situations in particular countries? What does “Portfolio-Pedagogy” imply in terms of teaching and acquisition processes?

A.P./M.K.-P.

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Module 4

Unit 4 *An example of foreign language teaching: images of the native and the foreign culture in foreign language textbooks in Europe*

Besides the image of the target culture, national textbooks for foreign languages always contain direct or indirect notions of the source culture. Which segments of the target culture will be chosen in a particular textbook, how they will be presented, whether there will be any mention of problem areas in the foreign culture, such as social inequalities or the discrimination or exclusion of particular social groups, whether the foreign will be presented in a typified way or from different perspectives as an ever changing reality – all this greatly depends on previous decisions which identify the native culture as the starting point for textbook design. The textbook assimilates external factors and contexts as given socio-political conditions, systems of norms and values as well as methodological and didactic propositions and curricular guidelines regarding culture and civilization. As schemes of perception and selection, these factors greatly define the image of the native culture and, indirectly, the image of the foreign culture. Depending on the kind of scheme, textbooks carry different attitudes towards the target culture, such as fascination, empathy, stressing differences or reflecting the native culture in the foreign culture.

Taking relevant scientific research as a starting point, this Unit will investigate this dual structure and develop a web of categories to be used in the analysis of the relationship between the native and the foreign culture in textbooks. Textbooks of English and/or German as a foreign language which the learners will bring along from their own countries will be used in this analysis. In this respect the Unit is primarily practically-oriented.

The aim of this Unit is to give an insight into the mechanisms of presentation of foreign culture in textbooks and into the dangers of stereotypical descriptions which are a result of a static understanding of culture, where the cultural and social diversity of both the source and the target culture are

suppressed in favour of homogenizing perceptions. Particular attention is paid to discovering self-description as a frame of reference in describing “foreign” culture. In addition, the Unit will deal with the issue of the perceptions of interculturalism underlying particular textbooks. Learners will become acquainted with the possible attitudes towards one-dimensional presentations in textbooks and with the strategies which can be used to correct them by understanding culture as a process and thus facilitating intercultural learning within the process of FLT . In this way, the learners will become qualified to advise educational institutions, textbook authors and teachers on intercultural matters within the area of FLT.

A.P./H.L.

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Module 4

Unit 5 *An exemplary case in the experience and construction of foreignness in fictional and non-fictional texts: intercultural communication and text interpretation*

The conceptual field of intercultural communication as a relatively new category within cultural studies has not yet been unambiguously defined. The key discourses are related to the perception and representation of other cultures, to the construction of the native and the foreign culture, to the social consequences of being culturally different, to the facilitation of the understanding of foreign culture, as well as to questions of multicultural society and national identity.

This Unit focuses on the problem area of the perception of cultural differences and on understanding cultural foreignness. Intercultural understanding, or understanding of the foreign, as seen in this Unit, implies opening out towards the foreign, coping with the anxiety caused by the foreign and using this anxiety creatively in order to understand one's own norms in the light of the foreign. Knowledge of foreign cultures is a constituent part of such processes of understanding, as is the ability of being argumentative and interpretative and, above all, the ability to take a perspective from within and to determine what things mean in a certain production context of a foreign culture. This is how one can prevent the uncritical subordination of the foreign to categories and reception interests of one's native culture. Intercultural understanding implies aspects of raising awareness of one's own perspective, clarification, argumentation and explanation of values and norms in foreign cultures. At the same time, an awareness is developed of one's own norms and of the functional meaningfulness of prejudices and stereotyping in relation to social contexts and highly valued action goals of the individuals involved.

By means of different texts (readers) dealing with the perception of everyday events, with communication in the economy and with the presentation of the aspect of the foreign in literature, this Unit will theoretically expound

the basic concepts of intercultural perception and the processes of understanding foreign cultures. A central place is given to the issue of intercultural misunderstanding as an instrument for the analysis of intercultural communication. The texts include mostly examples from German-speaking areas. The procedures of text analysis concerning the relation between native and foreign aspects which will be analysed in the Unit can be applied to text examples in the mother tongue of the learners. In the concluding part of the Unit, which will be practically oriented, teaching materials dealing with the topic of intercultural learning and the experience of foreignness will be discussed and their applicability in the teaching process will be checked.

S.G.

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Module 5

Unit 1 Schools as independent enterprises and private-public-partnership

There are three different models in relation to the institutional structure of schools: the bureaucratic model, which is subjected exclusively to the responsibility of the state; the private model subjected to public supervision; the civil society model for which individual social groups are responsible. In recent years, the terms “school-improvement” and “school-effectiveness” have evolved as key categories in the development of schools. For the internal development of schools they stress economic criteria and leadership strategies and economic models of control for the national educational systems. However, their influence is cushioned by various social groups, government policies and institutional models.

In this context, the question of, on the one hand, co-operation between businesses, enterprises, and administrations, and, on the other, individual schools gains greater importance. Moreover, the organisation of learning which is resource- and output-oriented, and the administration of schools become more important. Instruments and action areas are: school sponsoring project-bound cooperation agreements, the opening of schools to their local environment, practical experience in companies, expert involvement in lessons. Concepts for the development of schools as “learning organisations” demand competence in pedagogical school management in the following areas: marketing, budgeting, staff development, quality maintenance, evaluation and control, introduction of new systems of control, monitoring of school performance, labour legislation, coaching, and teamwork.

In this unit students should acquire strategic and practical knowledge in the field of economic school management; also, possibilities, forms, and problems of co-operation with public administration, unions, and private enterprises should be studied exemplarily. Moreover, students should learn to combine pedagogical tasks and economic features in the organisation of schools and in individual projects; they must be able to critically judge the latter in relation to consequences and side-effects for the learning process of their pupils.

In addition to gaining abilities in the management of schools, problematic questions will have to be part of the analysis: How and with which consequences can education in schools be quantified and operationalized by defined standards? How is it possible to enforce pedagogically legitimized criteria of effectiveness and sustainable success in the work of schools? With what socio-economic approaches can the process of commercialization and privatization in the education systems be judged on a national, European, and global level? Which are the pedagogical arguments that speak for or against the strengthening of criteria of business management and market economy and for strategies of school management? Do chances or risks prevail in the systematic opening of educational institutions to society?

H.J.v.O

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Module 5

Unit 2 *School development in Europe – methods and standards of evaluation and quality assurance*

Since the 1980's the control of school systems, in terms of educational policy in Europe, has been following a general trend of loosening central structural guidelines and, at the same time, strengthening the autonomy of schools. These changes started in Scandinavia, The Netherlands and Great Britain; in other European regions and states this process has reached different stages of development, depending on the national tradition and structure locally. The 'price' of this decentralisation can be seen in an increased pressure for schools to be accountable for their experiences and results against a backdrop of centrally (more or less open) defined quality standards. Until a few years ago scientific and educational concepts of school development could be clearly differentiated according to concepts of organisational development (with the emphasis on new models of steering), staff development (with the emphasis on internal in-service training), and the development of teaching (with the emphasis on the various methods of teaching/learning processes). Currently multi-factor and integrated approaches are favoured.

The discussion on quality assurance in schools is characterised by a number of factors and questions which can be described by the following terms:

- from input steering (curricula, staff development) to output steering (pupil performance, competence level),
- from external scientific and administrative evaluation to self evaluation as an original task of educational institutions and the teaching profession,
- from quantitative quality indicators (rate of illiteracy, the rate and length of schooling) to qualitative indicators (work climate, satisfaction),
- from regionally and thematically limited to nationally, or rather, internationally and generalised standards.

A report from the General Directorate for Education and Culture of the European Commission (Luxemburg 2001) assumes 16 quality indicators

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for school education: knowledge level (mathematics, reading, natural sciences, information and communication technologies, foreign languages, learning to learn and civic studies) successes and transitions (drop-outs, successful completion of secondary education at 18, participants of tertiary education), monitoring (evaluation and steering, parent participation) and resources (qualification of teachers, pre-school education, number of computers per pupil, expenditure on education). International comparative studies on pupil performance (TIMMS, PISA, CIVED) with their empirically based competence profiles, have contributed to a development which is aiming at standards of education on a national and international level.

In this module students should critically analyse information and concepts of quality development and assurance. By doing this the students should be enabled to construct and use the instruments (test construction, feedback questionnaires, methods of self assessment), competently in the context of European education systems and against the backdrop of a well founded critical analysis of the debate on quality standards (motives, interests, implications, alternatives).

H.J.v.O

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Tippelt, Rudolf (ed.; 2002): Handbuch Bildungsforschung, Opladen: Leske+Budrich

Weinert, Franz E. (ed.; 2001): Leistungsmessungen in Schulen, Weinheim Basel: Beltz

Module 5

Unit 3 *Alternatives school projects in different European countries*

Is there a European model of the primary school? Is there a European standard of teacher education? Is such a standard necessary? How to define such standards of primary education which will satisfy the majority of European citizens? Are such common models and standards indispensable or does the solution lie in pedagogic and school pluralism?

School pluralism and pedagogic pluralism in state schools represent a significant feature of democratic school systems in Europe. In the second half of the 20th century a great number of schools based on some alternative pedagogical concepts were active in most states in Central, Western and Northern Europe besides state schools (Montessori, Waldorf, Freinet, the Dalton plan, the Jena plan, and others). At this time, the state school was the only option in the countries of the so-called Eastern Block and no possibility of organization and work was given to any alternative school within the area of compulsory education. At the turn of the 20th century, after fifty years of school and educational conformism, these countries started the process of the introduction of pedagogic pluralism.

The Unit will present the basic pedagogical features and specific qualities of the dominant pedagogic concepts of school and educational pluralism in Europe. In addition, some of these concepts will be studied more thoroughly and close cooperation will be established with the leading European experts in this area of education. The Unit will also present an introduction to the actual work of some alternative schools (study visits, attendance at observation classes, research, etc.).

Alternative schools are gaining an increasingly important position within the process of lifelong learning as a leading educational philosophy and process and as part of the process of globalisation and individualisation of nation states. They meet the demand for a stronger ethics of responsibility and an increasingly pronounced orientation towards a self-confident, coop-

erative and creative individual. Alternative school forms and numerous educational concepts have developed as a manifestation of civil initiative, as an act of creation of a new possibility to shape one's own future. As such, they require scientific study and discursive analysis of the following issues: their contribution to the process of democratisation of education and to the liberation and strengthening of civil initiatives (especially in post-communist countries), their contribution to the formation of European identity as a process of constant development and questioning of the place and role of Europe in the world order, the multiculturalism of societies. Alternative school forms allow for encounters and dialogue between individual cultures and represent a potential for the development of a responsible, co-operative individual and thus contribute to the culture of dialogue and co-operation.

M.M./S.B.

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Paschen, Harm/Wigger, Lothar (ed.; 1996): Schulautonomie als Entscheidungsproblem. Zur Bewegung heterogener Argumente. Weinheim: Deutscher Studien Verlag

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Stern, Cornelia (ed.; 2000): Ziele und Wege innovativer Schulen in Deutschland: Gütersloh: Bertelsmann

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Internet pages

Association Montessori Internationale

URL: <http://www.montessori-ami.org>

This site gives an explanation of the role of the International Association and contains shorter texts on Maria Montessori's pedagogy, the description of school curricula and links to other useful sites related to the Montessori pedagogy.

Federation Internationale des Movements d'Ecole Moderne

URL: <http://www.freinet.org>

URL: <http://freinet.org/fimem>

URL: <http://freinet.paed.com/news/index.php>

An international teachers' association which follows the ideas of Celestin Freinet. The sites contain brief information on Freinet's ideas in education and links to some schools that promote the ideas of this famous educator in their work.

Summerhill School

URL: <http://www.s-hill.demon.co.uk/index.htm>

A holistic presentation of this unique alternative school in England (a short description of its educational concept, its program, timetable of activities and photographs).

Jena-Plan

URL: <http://www.derby.ac.uk/telmie/private/osnabruck/peters1.htm>

A selection of short texts describing Peter Petersen's pedagogy. The site contains links to schools following and promoting the ideas of this renown representative of reformist pedagogy from Germany.

Waldorfschools

URL: <http://www.waldorfschule.info>

URL: <http://www.steinerwaldorf.org.uk>

URL: <http://www.steinerschule.ch>

Essential information concerning the pedagogy of Rudolf Steiner and links to the most important Waldorf Teacher Associations in Germany the UK, Switzerland and some other countries.

Module 5

Unit 4 International projects: concepts and management

The internationalization of education and the emergence of a European dimension take place not only on the level of everyday experience as well as that of teaching and learning activities organized by and in schools, but also on the level of the educational programmes of national and supranational organizations.

The basic requirements for initializing, planning and realizing international projects are identical to those generally needed in project-based teaching. Among these prerequisites are basic skills in cooperating with different educational departments, in team-teaching, in organizing and conducting projects, in the acquisition of techniques for cooperative work, in preparing material for autodidactic study, etc. Yet, concerning their intention, these projects form quite a special case as they are arranged in accordance with both national and international regulations including their respective political implications. Differences in the levels of pedagogic work and the political aims of the offered programmes must be considered a core concern of didactic reflection if the educational process is to overcome the limits of pure affirmative action.

Such project plans are outlined by various European educational programmes (like SOCRATES), and each emphasize different aspects. For their theoretical evaluation as well as for their practical application within a specific educational process (determined by social conditions, regulations of the curriculum, etc.), one has to draw on detailed and comprehensive information about the projects offered, as well as an analysis of the various interests involved and an assessment of the technical and cognitive requirements.

Finally, transnational projects depend upon – and aim at – the critical reflection of the processes of communication under special circumstances. Their particular conditions are the result of cultural, linguistic, economic, geographical and political differences as well as the consequences of these

on technical and methodical options (e.g. long distance communication). The differences in the culturally determined shades of perception add to this complex problem.

Planning such projects requires a detailed analysis of the particular teaching and learning conditions and great competence in moderation, because not only national conceptions of teaching aiming at international, bi-national, or transnational cooperation (e.g. in subjects such as foreign language, geography, or even history, etc.) have to be taken into account, but also the everyday experiences of students outside school, for instance the use or non-use of the internet.

Overcoming difficulties in organizing and funding projects, handling institutional problems in one's own vicinity (school, parents, diverse private or public partners) and keeping in mind similar difficulties on the side of the partners in other countries obviously requires a suitable set of information, operational skills and routines.

Therefore, the aim of this unit is to describe this set, present an overview of options in transnational project work, outline existing European projects currently offered and evaluating these not only with regard to their practicability, but also with regard to their prerequisites and consequences. A model project might offer a suitable framework for such analysis.

In planning this, the following questions shall be of prime importance: What are the typical phases of a transnational project?

- Which national particularities have to be taken into account in transnational cooperation?
- What institutional obstacles are likely to occur and how can they be dealt with?
- Which partners beyond the schools could possibly be interested in this kind of project work?
- How can the project work ultimately be evaluated?

A.H./H.J.v.O./K.B./U.K.

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Osler, Audrey (1997): The Contribution of Community Action Programmes in the Fields of Education. Tender no. XXII/29/96 to the European Commission 1997

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World University Service (WUS) Deutsches Komitee e.V. /WUS Informationsstelle Bildungsauftrag Nord-Süd: Kooperation und Vernetzung für Globales Lernen. „Who is Who in der entwicklungspolitischen Bildungsarbeit“ (*adresses*)

URL: <http://www.wusgermany.de/wusinf/frames/auslaenderstframe.htm>

Handbook for schools participating in the Comenius-program, in different languages

URL: http://europa.eu.int/comm/education/socrates/comenius/tools/handbook_de.pdf

Brot für die Welt in Zusammenarbeit mit dem Arbeitskreis Pädagogik und der Schulprojektstelle Globales Lernen

URL: http://www.global-lernen.de/service/zips/g_lernen/in_gl.htm

This adress containts many project oriented materials

Materials for planning and evaluation of Sokrates-projects, in different languages

URL: http://europa.eu.int/comm/education/socrates/comenius/tools_de.htm

IV. Annex

Handbooks, Dictionaries, Journals, Bibliographies, Internetportals, Databases

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agogik und der Schulprojektstelle Globales Lernen,1 (1995), no 1 >; ISSN 0948-7425

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URL: <http://tandem.uni-trier.de/Tandem/biblio/bibinfen/html>

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Bibliographie de base sur la protection internationale des droits de l'homme (révisée en juin 2000)

URL : <http://www.iidh.org/downloads/bibliospe01.PDF>

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URL: <http://www.dipf.de/datenbanken/ines.htm>

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URL: <http://www.eurydice.org>

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Multicultural Bibliography. Training Teachers to teach multicultural education.

URL: <http://coehd.utsa.edu/programs/mxamlit/mb3.html>

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URL: <http://www.sietar-deutschland.org/index.html>

URL: <http://www.tu-chemnitz.de/phil/ikk/sietar/doc.html>

Sinti und Roma – Informationen. Bibliographie (1945 bis heute).

URL: <http://amor.rz.hu-berlin.de/~h044sjj/gegenwart.htm>

Sokrates-Lingua: Joint Educational Projects – Handbook

URL: <http://europa.eu.int/comm/education/socrates/lingua/more.html>

Contents of the Handbook: Section 1 gives a general overview, sets out the basic principles and criteria and tries to anticipate some of the problems you may meet. Section 2 describes in detail each phase of the JEP; the pages are tagged to make the information more easily accessible. Section 3 gives advice on setting up the budget. Section 4 gives examples of JEPs.;

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contains a list of addresses mentioned in the Handbook and some further information on SOCRATES, LINGUA and Comenius. The Annex: contains Guidance on visa exemption for non-nationals, examples of Entrance and Matching Forms.

Stenzel, Brigitte (1997): Bibliography on the Development of Education and Training in Central and Eastern Europe 1995 – 1997. Berlin: Verlag für Wissenschaft und Bildung

Thematic Bibliography: The European Dimension in Education (no 1/1996)

URL: <http://www.eurydice.org/Documents/Bibliographie/Dimension/en/FrameSet.htm>

Viadrina – Europäische Universität Frankfurt/Oder/Schultz, Helga (eds.): Grenzregionen Deutschlands mit seinen Nachbarn. (Bibliography)

URL: <http://viadrina.eu-v-frankfurt-o.de/~wsgn/grenze4.html>

Websites, Internetportals and Databases

Datenbank „Ethnische Konflikte“. Asienhaus – Bibliothek Essen (eds.)

URL: <http://www.asienhaus.org/library/archiv.htm#kataloge>

Information on National Education Systems (INES) [mit weiteren URLs zu Europäischen Institutionen]

URL: <http://www.dipf.de/datenbanken/ines.htm>

Internet-Portal: EU-Portal zum e-Learning

URL: <http://europa.eu.int/comm/education/elearning/indexde.html>

Intercultural Relations.com – Your Intercultural Relations Web Portal
<http://www.interculturalrelations.com/>

InterculturalRelations.com is a free online interdisciplinary resource designed for the interculturalists around the world who study, teach, train and/or research in cross-cultural psychology, cultural anthropology, intercultural communication, multicultural education, race/ethnic relations (sociology), multicultural literature, sociolinguistics, TESOL, international

business and other related sub-disciplines. We are also happy to make these resources available to those who may not be in academia, but still strive to understand the multicultural world.

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URL: <http://www.bonn.iz-soz.de/themen/migration/alpha-C.htm>

Online-Datenbank "Europäische Dimension im Bildungswesen"

URL: <http://www.dipf.de/datenbanken/edb.htm>

Online Glossary: Bildungsterminologie und Veröffentlichungsverzeichnis von EURYDICE

URL: www.eurydice.org

PLOTEUS

URL: <http://www.ploteus.net>

The portal on learning opportunities throughout the European Space, will help to find out about education and training available throughout Europe. PLOTEUS is a service of the European Commission. The selection on the links and their descriptions are provided and kept up to date by Euroguidance network.

Terminologische Datenbank

URL: <http://www.dipf.de/datenbanken/explica.htm>

A selection of Internetportals: International Organisations

European Training Foundation

URL: <http://www.etf.eu.int>

OSCE

URL: <http://www.osce.org>

Soros Foundation

URL: <http://www.soros.org>

Stability Pact for South Eastern Europe – Enhanced Graz Process

URL: <http://www.stabilitypact.org>

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The World Bank

URL: <http://www.worldbank.org>

The Internet Basis for Intercultural Education including Anti-Racist Education and Human Rights Education. A selection of articles from relevant documents, adopted by the governments of member states of the United Nations, UNESCO, the OSCE and the Council of Europe. Compiled and introduced by Pieter Batelaan and Fons Coomans. Hiversum: IAIE/Geneva: IBE 1999²

URL: <http://www.ibe.unesco.org/International/Publications/FreePublications/FreePublicationsPdf/batelaan.PDF>

European organisations: a selection of electronic documents

Council of Europe language policy (Strasbourg)

URL: <http://www.coe.int/portalT.asp>

The Council of Europe accords special importance to fostering the linguistic and cultural diversity of its member States. Its activities in the field of languages aim to promote plurilingualism and pluriculturalism among citizens in order to combat intolerance and xenophobia by improving communication and mutual understanding between individuals.

European Centre for modern Languages (Graz)

URL: <http://www.ecml.at> (as of 2003-02-05)

Within the framework of cultural co-operation and respecting the rich linguistic and cultural diversity in Europe, the Centre has as its mission: the implementation of language policies; the promotion of innovative approaches to the learning and teaching of modern languages.

European Commission: Executive Board Education and Culture (ed.): Le Magazine. Le Magazine. 14/2001. Learning languages opens new paths.

URL: http://europa.eu.int/comm/dgs/education_culture/mag/14/page11_de.html (as of 2003-02-05).

European educational policies, programmes and initiatives for the countries of Central and Eastern Europe: Council of Europe

URL: <http://www.coe.int>

European Union: Education, Training

URL: <http://europa.eu.int/scadplus/leg/de/s19000.htm> (as of 2003-02-05).

The following chapters are available: Cooperation with member states, education, vocational training, youth, cooperation with third states. In each chapter currently valid EU-documents can be found as well as information about EU-sponsored programmes (e.g. SOKRATES, TEMPUS). Examples for the information and documents available in different languages of the EU are:

- The concrete future goals of educational systems.
URL: <http://europa.eu.int/scadplus/leg/de/cha/c11049.htm> (as of 2003-02-05; English/German)
- Foreign language teaching. The early conveying of languages; European Year of Languages 2001.
URL: <http://europa.eu.int/scadplus/leg/de/cha/c11042.htm> (as of 2003-02-05).
- Education of migrant children.
URL: <http://europa.eu.int/scadplus/leg/de/cha/c11034.htm> (as of 2003-02-05).
- Education of Sinti and Roma children.
URL: <http://europa.eu.int/scadplus/leg/de/cha/c11035.htm> (as of 2003-02-05).
- Life-long learning in Europe.
URL: <http://europa.eu.int/scadplus/leg/de/cha/c11054.htm> (as of 2003-02-05).
- SOKRATES. Phase II.
URL: <http://europa.eu.int/scadplus/leg/de/cha/c11043.htm> (as of 2003-02-05).
- TEMPUS III (2000 – 2006).
URL: <http://europa.eu.int/scadplus/leg/de/cha/c11020c.htm> (as of 2003-02-05).

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European Union: Glossary

-> Die EU im Überblick -> Glossar (-> An overview of the EU ->Glossary)

URL: <http://europa.eu.int>

This address gives an overview of the different EU-areas of political activities in alphabetical order and hence of the most important EU-documents and -information, among others in such fields as “Fighting Racism and hostility against foreigners”, education, equal opportunities, charta of basic rights, human rights and greenbooks.

European Union Internet Links

URL: <http://www.unc.edu/depts/eucenter/eulinks.html>

Each of the sections listed below contains a collection of hyperlinks to websites containing information on the government, politics, political parties, and history of the country or region. It is by no means exhaustive, but represents those links recommended to the Center for European Studies by faculty and students at UNC Chapel Hill.

European Union Internal Resources

URL: <http://www.lib.berkeley.edu/GSSI/eu.html> (as of 2003-02-05).

This address provides links to the different organs and committees of the EU (in English) and also to several virtual libraries (bibliographic tools), EU-journals, treaties and more. Besides, links can be found for “European Government Servers” and “EU-Offices around the World” and for several universities offering relevant information (bibliographies, history of the EU etc.).

European Union online

URL: <http://europa.eu.int>

This address provides links to all of the political domains of the EU, among them education, culture, languages (several EU-languages).

European Schools Project. (RISC) Resources, Information and Support Centre.

URL: <http://www.esp.uva.nl> (as of 2003-02-05).

“The European Schools Project supports teachers and pupils in participating in the world of Internet-based Computer mediated Communication and in using Internet’s information resources to improve learning and teaching. The ESP is an initiative of the Universiteit van Amsterdam, in close cooperation with a network of regional and national coordinators in various European countries and beyond.”

FoXus. Materials for Foreign Language Teaching. Language portfolio for elementary schools.

URL: <http://www.foxus.de/ps/sprachenportfolio/index.html>. (as of 2003-02-05)

Here the language portfolio for elementary schools as well as teachers’ books can be found.

German Institute of International Pedagogical Research (DIPF): Pilotproject “Education PLUS” > Good examples.

URL: http://www.forumbildung.de/bip_launch02/templates/gutebsp_content.php (as of 2003-02-05).

Here a search-mask allows to combine several criteria for the search of project descriptions, e.g. on “Intercultural learning” or “The more nations the better for the concept”. Intercultural, open, multilingual: The European School Cologne.

Intensification of cooperation with third countries

URL: <http://europa.eu.int/scadplus/leg/de/cha/c11053.htm>

International rules.

URL: <http://www.troc.es/ciemen/mercator/NORM-GB.htm> (as of 2003-02-05).

This address lists the most important international resolutions and conventions concerning human rights, children’s rights, minority rights, about security and cooperation in Europe, about cultural issues, language rights etc. which have been passed by the United Nations (UN), the Organisation on Security and Cooperation in Europe (OSCE), the Council of Europe and the European Union (EU).

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Mobility of students, of young people in vocational training, of young volunteers, teachers and trainers.

URL: <http://europa.eu.int/scadplus/leg/de/cha/c11015.htm> (as of 2003-02-05).

Teaching methods in social science subjects: Online-documents.

URL: <http://www.sowi-online.de/methoden/methoden-ol.htm> (as of 2003-02-05).

Here several teaching methods are listed in alphabetical order and with references to literature and further links on the issue.

URL: <http://eurolang2001.org>

- is closed since January 2002, for more information about language learning please visit the European Commission's website at

URL: <http://europa.eu.int/comm/education/languages/index.html>

- or the Council of Europe's website at

URL: [http://www.coe.int/T/E/Cultural co-operation/education/Languages](http://www.coe.int/T/E/Cultural%20co-operation/education/Languages)

ZEI-Paper: European Integration and South Eastern Europe

Bisher erschienen / Already published:

- SEE1 (2002) Rafael Biermann and Emil Mintchev (eds.):
A Core Curriculum for European Studies in South Eastern Europe
- SEE2 (2002) Ana Devic: Nationalism, Regional Multiculturalism and Democracy
- SEE3 (2002) Nail Alkan: Borders in Europe
- SEE4 (2003) Rafael Biermann (ed.): Europe at Schools in South Eastern Europe – Country Profiles
- SEE5 (2003) Rafael Biermann (ed.): Europe at Schools in Germany
- SEE6 (2003) Siegfried Gehrman / Marianne Krüger-Potratz: Europe at Schools in South Eastern Europe – Core Curriculum for a Master of European Education

Das **Zentrum für Europäische Integrationsforschung (ZEI)** wurde 1995 als selbständig arbeitende, interdisziplinäre Forschungseinrichtung an der Rheinischen Friedrich-Wilhelms-Universität Bonn gegründet. In Forschung, Lehre und Politikberatung sowie im Dialog zwischen Wissenschaft und Praxis beteiligt sich das ZEI an der Lösung bisher unbewältigter Probleme der europäischen Einigung und der Gestaltung der Rolle Europas in der Welt. Weitere Informationen finden Sie auf unserer Homepage im Internet: <http://www.zei.de>.

ZEI – EUROPEAN INTEGRATION AND SOUTH EASTERN EUROPE PAPERS, herausgegeben von der Task Force Südosteuropa am ZEI, richten sich an Wissenschaft, Politik und Publizistik vor allem in Südosteuropa, aber auch in der Europäischen Union. Sie sind entstanden im Rahmen des Netzwerkes für Europastudien in Südosteuropa, welches das ZEI koordiniert. Jeder Beitrag gibt die persönliche Meinung der Autoren wieder. Die aktuelle Liste finden Sie auf unserer Homepage: <http://www.ZEI.de>.

The **Center for European Integration Studies (ZEI)** was established in 1995 as an independent, interdisciplinary research institute at the University of Bonn. With research, teaching and political consultancy ZEI takes part in an intensive dialogue between scholarship and society in contributing to the resolution of problems of European integration and the development of Europe's global role. For further information, see: <http://www.zei.de>.

ZEI – EUROPEAN INTEGRATION AND SOUTH EASTERN EUROPE PAPERS, published by the Task Force South Eastern Europe at ZEI, intends to stimulate discussion among researchers, practitioners and policy makers on current and emerging issues of European integration in South Eastern Europe, but also in the Union itself. They are results of the ongoing research and projects of the Network for European Studies in South Eastern Europe, coordinated by ZEI. Each paper reflects the personal views of the authors. For a current list, see the center's homepage: <http://www.ZEI.de>.