

European Studies in South Eastern Europe: A Critical Appraisal of the Start-Up Phase

European Studies programmes have become extremely popular in the last few years throughout the European Union. Some of them concentrate on European Integration Studies, some on Europe in general. Some focus on specific aspects of the integration process like law, economics, politics, history or culture; others have opted for an interdisciplinary approach.

All those countries aspiring to become members of the Union have successively realized the essential need to raise a new generation of experts familiar with this hitherto rather unknown field of research and teaching. For during the communist era the topic of European integration was highly ideologized in these countries, with all the negative repercussions for an unbiased academic approach. Thus, candidate countries like Poland and Hungary have in the last decade established a good record in this field, drawing on the expertise of well-known West European partners.

In South Eastern Europe we have to distinguish between the two candidate countries Bulgaria and Romania and the so-called Western Balkans where such a process could hardly take off due to the turbulences of the 1990s. With the foundation of the Stability Pact for South Eastern Europe, with the new European integration perspective of the region and especially with the democratisation that took place

in Croatia and Serbia the time has come to catch up.

As in the candidate countries of Central and Eastern Europe in the early 1990s, there is a diffuse picture in all the populations combining a highly positive estimation of the Union in general with a striking lack of knowledge what the Union is really about. Unrealistic expectations prevail, which could easily turn into Euro-scepticism or even Euro-phobia in the foreseeably difficult years ahead of the relationship with the Union.

Education about Europe is all the more important, at the university level as well as at the school level. The goal should be not only to pass over crucial facts and figures about the European Union and the other Euro-Atlantic organizations. It should be to make the intellectual elite of the future in these countries familiar with the core values of the European civilization and the basic rationale of the integration process. At this point of time a confrontation with topics such as human and minority rights, the nature of compromise, inter-ethnic relations, nationalism and patriotism, regionalism and globalisation appears still to be paramount, even if locals tend to argue that this is all well-known by now.

Bulgaria and Romania

In Bulgaria and Romania the first programmes dealing with European Studies sprang up in the early 1990s. The Romanian Cluj-Napoca was one of the first of them, cooperating closely with

Münster University in Germany and even developing this cooperation to the point of issuing double diplomas recognized in both countries. Today, a regular exchange of students and professors takes place, building on the traditional links between Germany and Transylvania where a large number of the local population was of German origin (see the article of Dr. Elena Porumb in this issue). Oth-

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ers are for example the Universities in Bukarest, Galati, Jassi and Timisoara. With the assistance of the PHARE programme, today Romania is establishing eight European Studies Centers concentrating on different fields of research and teaching.

In Bulgaria there are already a number of European Studies programmes, though none of them has the reputation and the Western contacts such as Cluj (see the article of Dr. Olga Borissova in this issue). Sofia University and the private New Bulgarian University are the strongholds of European Studies in the capital; others are spread out through the regions in Blagoevgrad (South-West University), Plovdiv and the private Varna Free University. Relevant for European Studies is also the European Programme at the American University in Blagoevgrad. Plovdiv develops its programme in close cooperation with the Technical University of Aachen, receiving German lecturers and sending students for regular study trips to Aachen. At the end of their study the Plovdiv students get a Bulgarian and a German diploma. The most ambitious programme in the Eastern part of the Balkans is the BRIE

gional European Studies Center of Excellence at the Danube bridge between Bulgaria and Romania in Rousse. It is not only one of those projects where German partners such as ZEI try to transfer their know-how in curriculum development and teaching but also the first example of functioning trans-border cooperation at the university level between Bulgaria and Romania (see the article by Dr. Emil Mintchev in this issue).

The school Level

The number of European Studies programmes in the region, though, should also not misguide us: Most of the programmes are still in the early phases of establishing well-balanced curricula, a competent teaching staff and a high level of research and teaching. One of the main reasons for these still existing deficits is the lack of resources in terms of finances, personnel, well-equipped libraries and computer access.

In addition, the brain drain causes serious problems to raise a new generation of scholars and teachers.

As candidate countries, Bulgaria and

Romania profit from the establishment of EU Documentation and Information Centers in the capitals and throughout the country. Bulgaria also profits from a highly ambitious NGO called Paideia which is assisting the Ministry of Education in revising the school curricula on civic education and European affairs and publishing relevant material for the pupils (see the article by Margaritha Dishkova in this issue). This NGO represents, though, one of the few efforts throughout the whole region to insert at least a minimum of knowledge about Europe on the school level. Bulgaria is ahead in this respect, due not least to the laudible initiative of Paideia. In the countries of the Western Balkans this process of reforming curricula and training teachers and school administration officials on "Europe at school" has hardly begun.

Regional Programmes

As this description already demonstrates, there are two principally different kinds of European Studies programmes: purely national ones and regional trans-border ones. Given the political landscape it is highly advisable to put emphasis on the regional programmes, thus making a contribution to increasing the still low-level regional cooperation in South Eastern Europe. The European integration process is anyway by nature trans-border oriented.

BRIE is developing itself as such a center for the Eastern part of the Balkans. In the Western part it appears to be necessary to establish at least two such centers, since the war legacy of the last decade and the mere distances prohibit a close cooperation between some of the countries. Appropriate locations for such centers appear to be on the one hand for the North of the region Vojvodina in Serbia, because of its closeness to Croatia, Hungary and Romania and because of its relatively good record of multicultural and multi-ethnic togetherness. In the South, Montenegro seems to be suitable for such a role where the Slav and the Albanian population are still willing to live together relatively harmoniously. Thus, ZEI has in the last several years focused its efforts on these two regions, apart from BRIE, in the framework of its "Network of European Studies in South Eastern Europe".

The University of Novi Sad, specifically the Faculty of Economics in Subotica, is aspiring to become a re-

source:<http://www.lib.utexas.edu/maps/europe.html>

Central Balkan Region



gional center, having signed a letter of intent with the Universities of Cluj, Münster, Nottingham Trent, Twente (Netherlands) and also Bonn (ZEI). The aim also to boost the academic trans-border cooperation with the Romanian Universities at Cluj-Napoca and Timisoara and eventually perhaps also the Hungarian University of Szeged and Osijek in Eastern Slavonia in the framework of the project "European Studies accross Borders". In the course of this two-year Master programme, the students will study up to a full year at one of the other cooperating universities (see the article of Professor Dr. Reinhard Meyers in this issue).

The University of Montenegro in Podgorica has already, with strong support from ZEI, started its programme in January this year, expecting to develop it further into a full-fledged regional programme including students from Albania and Macedonia. ZEI has established a separate Flying Faculty for Podgorica, drawing on funds from the German Academic Exchange Service (DAAD). A regular Summer School is envisaged. A full-fledged library with the fundamental literature on all aspects of the European integration process has been donated with support from the German Rector's Conference. In the first semester, 24 students from all over Serbia and Montenegro studied in Podgorica, many of them civil servants from different Ministries.

National Programmes

As concerns the other European Studies programmes in the region, they are purely national in outreach, developed within the framework of the TEMPUS programme, i.e. also including Western partners. In Albania, the European Studies programme in Tirana has considerable potential, but is right now plunged in bureaucratic difficulties which are still symptomatic for the instability of many programmes in the region. The programme was developed in close cooperation with the Universities of Elbasan and Shkodra.

Macedonia might be a second choice for a regional studies programme in the long run, though the inter-ethnic tensions seriously affect the potential of future academic cooperation. The South East European University (SEEU) in Tetovo, which was established in 2001 by the OSCE High Commissioner on National Minorities, Max van der Stoep, aims at bridging the gap between the Albanian and the Slav Macedonians, supported by in-

ternational funds and drawing on teaching staff from the region. However, the future coexistence between SEEU and the other, Albanian dominated Tetovo University seems not yet to be clarified. Apart from Tetovo, Skopje University has a four-semester European Studies programme at its Economic Faculty.

Bosnia and Herzegovina is not only politically, but also academically still split. European Studies programmes exist in Sarajevo, Banja Luka, Mostar and Tuzla. Characteristically, in Sarajevo and Mostar two programmes rival one another, each designed for a separate ethnic group: In Sarajevo we have a Bosnjak and a Serb dominated programme, in Mostar a Bosnjak and a Croat. This is diametrically opposed to the entire philosophy of European Studies, which aim at bringing different nationalities together, not separating them. Banja Luka in the Republica Srpska, established by the High Representative Wolfgang Petritsch, was designed to overcome this ethnic gap.

In Serbia there is considerable interest in starting new and strengthening existing European Studies programmes. The Faculty of Law in Novi Sad already offers specialist and Master's degrees within its European Union Civil and Business Law programme. The Faculty of Law of Belgrade University offers similar programmes. The Center for EU Law of the University of Kragujevac is organizing the fourth consecutive winter school of European Law. The University of Nis has started initial preparations to establish a European Studies programme. Besides the university level, strong civil society initiatives have developed during the Milosevic years. The European Studies programmes of the Belgrade Open School and the Alternative Academic Educational Network (AAEN) might be complemented in the future by a programme of the G 17 Institute. Some attempts to establish European Studies programmes in Belgrade have unfortunately failed.

Finally, Croatia has a serious discrepancy between its aspirations for a speedy EU accession and the state of the art of European Studies in the country. Some EU relevant courses are offered at Zagreb University but a complete European Studies Programme has not emerged yet. There are intentions to do so in Dubrovnik and Zadar.

Deficits and Outlook

Overall, the challenges facing these European Studies programmes are considerable. Many of them are still burdened with an overaged staff still teaching according to outdated patterns and relying on improvised curricula. The qualifications often do not in general correspond with the level necessary for teaching according to European standards. Lecturers with degrees completely irrelevant to European Studies or even without degree are common. There is a serious lack of expertise on European affairs. Sometimes basic language skills are missing. Erratic and abrupt administrative changes are due to nepotism, clan structures and corruption or simply caused by the non-payment of salaries. In many cases, lecturers have no capacities to do research or to care for their students since they have to assume several jobs to compensate the extremely low level of salaries in the academic sphere. Thus, even capable students prefer to study abroad if given the chance to do so. For the academic cooperation partners in Western Europe this situation naturally causes extreme difficulties. Continuity, transparency and reliability are often lacking. The temptation, to turn to other, more rewarding activities is considerable.

Nevertheless, putting aside these partly unavoidable aspects of transformation, there is a certain momentum, which needs to be strongly supported in order to make these societies fit for a prospective EU accession. There are motivating islands of progress, which are living examples of how things could be done with the combined efforts of local and international actors. Dedicated, even enthusiastic partners can be encountered also in this region where the minds of many were corrupted by the decades of communism and the upheavals of war-torn societies.

It is paramount to concentrate on these promising projects and partners and not to dissipate one's energies by taking the broadest possible approach. Setbacks, though, have to be expected. Persistence is indispensable.

Dr. Emil Mintchev /
Dr. Rafael Biermann

TOWARDS COMMON EUROPEAN STANDARDS IN EDUCATION

The Task Force Education and Youth / Enhanced Graz Process launches the Education Reform Initiative of South Eastern Europe



History of the Task Force Education and Youth/Enhanced Graz Process

The Graz Process was initiated by Austria, during its EU presidency in 1998, in order to promote democratic and peaceful development in Southeastern Europe by supporting and co-ordinating educational co-operation projects in the region.

In 1999 the Graz Process was asked to take over the co-ordination of the Task Force Education and Youth within the Stability Pact.

At present, the Task Force Education and Youth/Enhanced Graz Process has about 40 members, including European and international institutions and organisations (Council of Europe, European Commission, OECD, UNESCO, UNICEF, the World Bank, etc).

Aims and Objectives

Education and training play an important role in responding to the challenges of knowledge societies, globalisation and the enlargement of the EU. This has also been acknowledged by the European Commission and the European Council, which have requested that Education and Training be explicitly recognised as a key priority domain in the Lisbon strategy.

The Task Force Education and Youth/Enhanced Graz Process actively promotes the issue of education and youth in the region recognising the crucial role those issues play for CEE and SEE countries on their way to becoming member states of the European Union.

Building upon the systematic approach of the so called "Strategy 2001/2002" the Task Force Education and Youth/Enhanced Graz Process has set two objectives for its future work:

- to continue its support of national education reform efforts in the perspective of the EU integration and
- to actively promote regional co-operation at system, expert and civil society level in support of the Stabilisation and Association Processes.

Core Activities

A. "Strategy 2001" - promoting education development processes in SEE countries at national and regional levels

The so-called "Strategy 2001" reflects the TF's overall focus on mid- and long-term system development at national and regional level. It plays an important role in promoting an inclusive consultation process among key actors in education on reform priorities and the identification of ways for funding their implementation. Ten comprehensive analyses of the status of education systems in SEE (OECD Thematic Reviews) highlighting reform priorities and regional recommendations have been carried out. Launching events in Serbia, Croatia, Montenegro and Kosovo organised in 2002 provided platforms for a wide range of stakeholders to discuss educational development priorities. The participation of experts from other SEE countries strengthened the regional exchange of experience on the policy level. The Task Force continues its efforts to support the organisation of further launching events in Albania, Bosnia and Herzegovina, Bulgaria, Former Yugoslav Republic of Macedonia, Moldova and Romania.

B. Education Reform Initiative of South Eastern Europe (ERI SEE)

Having successfully supported education reform processes in a number of SEE countries by 2002 and the inclusion of SEE countries into the European Union becoming more tangible, the overall TFEY strategy in the field of education and youth now lays a stronger focus on linking both developments more closely.

The Task Force Education and Youth/Enhanced Graz Process together with Senior Officials from South Eastern Europe now proposes an initiative aimed at supporting education reform in South Eastern Europe, taking into account both country-specific needs and demands in

education reform as well as present trends in the development of the envisaged European Area of Education.

The Education Reform Initiative of Southeast Europe (ERI SEE) will serve as an interface between ongoing SEE education reform at national level and European trends in order to achieve common European standards in education, i.e. the EU "Detailed Work Programme on the follow-up of the objectives of education and training systems in Europe", which defines 3 strategic and 13 associated objectives to be achieved by EU and accession countries by 2010, the "Bologna Process" and the Bruges/Copenhagen Process.



It supports SEE countries in the transition period and helps them improve the achievements attained so far in their integration into the European mainstream.

Ministers of Education of Bosnia and Herzegovina, Bulgaria, Former Yugoslav Republic of Macedonia, Serbia and Montenegro signed the Memorandum of Understanding at the EU Education Ministers Conference on 28 June in Nicosia (Cyprus), in presence of the Greek EU-Presidency and the Stability Pact, demonstrating their commitment to the ERI SEE's reform agenda.¹ It is expected that Albania, Croatia, Kosovo, Moldova and Romania will join this Memorandum in late 2003.

The detailed action plan of the ERI SEE, identifying nine priority areas for educational reform, was endorsed on the occasion of the Second Working Meeting of Senior Officials from SEE in Predeal / Romania (May 29 - 31, 2003).

ERI SEE Priorities:

The following priority areas for education development and reform are based on the recommendations of two meetings of Senior Officials from Education Ministries in Southeast Europe held in Vienna (December 2002) and Predeal (May 2003). These priorities specifically address the most important educational needs in the region. They are fully in line with the three strategic goals identified by the European Commission for the "Detailed Work Programme on the Follow-up of the Objectives of Education and Training Systems in Europe" as well as the Copenhagen Declaration and the Bologna Process:

- Adjustment and review of existing national legal frameworks in line with ongoing European developments and national reform priorities
- Decentralisation of education management and administration, with a focus on quality enhancement and accountability
- Development of education management information systems and quality assurance mechanisms
- Curriculum reform in line with European trends and developments
- Widening access to quality education and ensuring equal opportunities - taking account of gender equality - for national minorities, especially Roma communities, and other disadvantaged groups including members of low income groups, people with disabilities, citizens from isolated rural communities, etc.
- Promotion of education for democratic citizenship in both formal and non-formal education programmes
- Ensuring access to, and effective use of Information and Communication Technology (ICT)
- Development of opportunities for lifelong learning as a key means to stimulate economic regeneration in the region
- VET, especially establishing links between education and labour market

The following instruments are envisaged to facilitate implementation:

- regular meetings of Senior Officials from Ministries of Education and Higher Education from SEE and other European countries including representatives of the civil society within the framework of the Stability Pact for South Eastern Europe Task Force Education and Youth. These meetings will serve as a forum to exchange experience made in the reform implementation, to foster support partnerships, to discuss issues of regional concern and to formulate joint recommendations on education reform and on concrete action plans and timetables,
- peer reviews for the participating SEE countries drawing on expertise from organisations such as OECD, ETF, EUA, Council of Europe, World Bank, NGOs and other independent actors in this field,
- capacity building measures in key areas of educational reform,
- mapping and setting up a database

of good practice examples in the region in the framework of the South Eastern European Educational Co-operation Network (SEE-ECN),

- support through existing networks (e.g. the South Eastern European Educational Co-operation Network and its nodes) to build capacity and to strengthen the dissemination of information on education development and reform both in South Eastern European countries and on a wider European level, and
- twinning of institutions and development of institutional and academic partnerships.

The Initiative should be flexible according to the individual pace of implementation of the participating countries. A final date for orientation, however, is the year 2010. This is a target date for both EU countries to achieve objectives of the EU and for the countries participating in the Bologna process to achieve the goals of the Bologna Declaration.

Supporting the idea of regional own-

ership, the overall co-ordination of the ERI SEE is envisaged to be transferred to the region by the end of 2004, through establishment of a regional co-ordination office.

C. South Eastern European Educational Co-operation Network (SEE-ECN)

The South Eastern European Educational Co-operation Network with its ten nodes in the region is the information backbone of the Task Force Education and Youth/Enhanced Graz Process. It provides a virtual library of documents and other information for key actors in education, on national, regional as well as European level.²

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Task Force Education and Youth
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¹ See <http://www.stabilitypact.org/pages/press/detail>.

² See <http://www.see-educoop.net>.

The BRIE Project: Learning for Europe at the Bulgarian-Romanian Border

The Bulgarian-Romanian Inter-University Europe Centre (BRIE) was initiated as a project within the framework of the Stability Pact for South Eastern Europe at the end of the year 2000 by the German Rector's Conference (HRK), the Association of Universities and other higher education institutions in Germany. It is part of the "Network of European Studies in South Eastern Europe" at the Center for European Integration Studies, ZEI, which from the beginning strongly assisted in drafting the curriculum for the programme and sent its lecturers as part of the flying Faculty.

The idea behind the project is to boost the cooperation between the universities of Rousse and Giurgiu which are uniquely situated in a border region on the banks of the Danube. Furthermore, the project aims to contribute to the general improvement of trans-border cooperation between Bulgaria and Romania, both of them EU candidate countries, which will experience an increasing need to cultivate a young generation able to understand the philosophy and the complex mechanisms of the European integration process.

BRIE combines the efforts of a Bulgarian and a Romanian university with the know-how and the academic support from the German universities of Bonn (ZEI), Chemnitz, and Frankfurt / Oder (Viadrina). The German Hertie Foundation and the Federal Ministry for Education and Research make available the financial means for the start and the successful implementation of the project.

Since the winter semester 2002/2003, BRIE-located at the only bridge crossing the Danube between Romania and Bulgaria - has offered students from all countries of South Eastern Europe a two-year Master course in Business Information Technology and in European Studies, taught both in German and English. On the Romanian side, BRIE is upheld by the Academy of Economic Studies in Bucharest with its field office in Giurgiu, and on the Bulgarian side by Rousse University. A German university trustee board, responsible to the HRK, monitors the implementation of the curriculum and sends guest lecturers. At ZEI in Bonn, the Hertie Foundation has set

up a Hertie Coordination Office for the BRIE project and gives assistance in teaching and developing the curricula by providing material and organising interdisciplinary lectures. The aim is to help the BRIE students to acquire a double diploma with a German university qualification. For this reason, a semester at the European Studies Programme of Chemnitz University is a specific course requirement.

The cooperation among the universities not only serves the goal to promote stability by education. It is the aim of BRIE to use the academic cooperation to promote the economic and political cooperation in the European region of Rousse and Giurgiu.



From the very outset, therefore, the local partners at the universities were involved in the foundation process, together with the top level of local and regional administration and border control and customs authorities. In Giurgiu, a small Start-up and Technology Centre is already under way, where the two universities are cooperating closely as well. In Rousse, where the Nobel Prize winner for literature, Elias Canetti, was born, the "Canetti house" is to be redeveloped into an international centre for culture and the sciences.

BRIE is considered to be not only a bilateral endeavour, but a centre of excellence attracting students from all over South Eastern Europe. Through the generous support of the Hertie Foundation, which provides up to ten stipends each academic year, students from Albania, Kosovo, Mac-

edonia, Moldavia and even the Kalmyk Republic (Russian Federation) are studying together with their Bulgarian and Romanian colleagues.

The official start of this academic year in Rousse coincided with the constituent meeting of the new Advisory Board of the project. Prominent representatives of politics and academia from Bulgaria, Romania and Germany are members of the Board. Ms. Rita Süßmuth, a former President of the German Bundestag, was elected President of the Advisory Board and presented an academic speech before an audience consisting of students and the general public from Rousse, Giurgiu and Bucharest.

To give the students the opportunity to meet and confer with high ranking personalities from other parts of Europe, the so called "Hertie Lectures" were commenced, bringing recently e.g. the General Secretary of the Council of Europe, Walter Schwimmer, or the Special Coordinator of the Stability Pact in South Eastern Europe, Erhard Busek, to Rousse.

A Summer School for European Studies with lecturers from German Universities, organized by ZEI, is an additional asset for offering up to date EU relevant knowledge and introducing modern teaching techniques, thus providing for the best possible level of teaching and learning. The first Summer School took place this year in Rousse. Even if challenges of practical cooperation and logistics still need to be solved - such as the still existing toll for the students crossing the bridge across the Danube that links both countries - there is reason to believe that this project might become the first successful regional European Studies Programme in South Eastern Europe. The dedication is considerable to make BRIE a true and lasting success-story, as an investment into the young, capable and dedicated decision-makers of tomorrow.

Dr. Emil Mintchev, ZEI

Head of the
Hertie Coordination Office
at ZEI

The European Dimension in School Education in Bulgaria

The role of the European dimension in European Union educational policy is a priority laid down in Article 149 (ex-Article 126) of the Treaty establishing the European Community. I will not list all the official documents referring to the European dimension but will just mention one. On February 20, 2002, the European Council (Barcelona) adopted a "Detailed work programme on the follow-up of the objectives of education and training systems in Europe" proposed by the Commission (Education) and the Committee, and called for further action in this field, including promotion of the European dimension in education and its integration into pupils' basic skills by 2004¹. Implementing the European education policy is doubtlessly an important step in implementing the Lisbon strategy² and the European Union strategic goal for 2010: to become the most competitive and dynamic knowledge-based economy in the world.

What is being done in Bulgaria regarding the European dimension in school education? I will try to briefly outline both the general trends in this area and the achievements so far. Two main strands are worth noting regarding the state policy:

Firstly, the reform and modernisation of the Bulgarian school education system initiated in 1999 is, broadly speaking, related to introducing State Educational Requirements and new curricula for all disciplines. Their introduction in the learning process is incremental. By now reform processes have been initiated in secondary education (they began in 2000), and partially in elementary education (the new curriculum for grade 1 was introduced in the 2002-2003 school year, and in 2003-2004 it will be in place for grade 2). It is not clear yet when the reform will begin for pre-secondary education (grade 5-8). The major problems identified in this strand are:

- a lack of teacher qualifications (especially regarding the primary level); and
- a lack of tools and materials tailored to the needs of both teachers and pupils.

This lack of procurement for the learning process is exacerbated by the specific nature of European is-

ssues, the dynamics and comprehensiveness of the topic, necessitating a specific educational product – both integrated and up-to-date.

Secondly, at the beginning of 2002 a "Communication Strategy for the preparation of Bulgaria's Accession to the EU" and an "Action Plan" on its implementation were adopted. At this stage the results of implementing the Working Program for 2002 can be seen. School training related to European integration had a priority in this Programme.

I will not dwell upon the second strand related to education for Europe – viz. the participation in European programs in the sphere of education. The results achieved here can hardly be considered indicative and representative for the country due to difficulties and problems that have not been overcome yet – lack of state policy on project development training; impeded access to up-to-date information on competitions in the area of education, etc.

The activity of non-governmental organisations working in this domain is the third main strand related to introducing European issues in school. A number of outputs and good practices have in the meantime been achieved on various segments related to European topics studied in school. Paideia Foundation has been the most

scope and dynamics of the European integration process and its major trends; the nature of European unity and the globalisation of the modern world; the common European values and rights; the common political, economic and social policies and practices; the cultural heritage and cultural differences; the role of young people in this dynamic process. The Foundation elaborated school curricula for all school stages. They are dynamic and flexible in nature, as the topic requires. Thus, they are in a process of on-going discussion with representatives of all parties involved in the education process. After the pilot testing (2000-2001) of the upper secondary school curriculum, it was further developed and enriched following the suggestions of students and teachers.

Current activities are:

- Within a year the schools included in the National School Network 'European Lessons' have increased by more than a third – from 490 (by July 2002) their number expanded to 720 schools throughout Bulgaria (by July 2003).
- Through the above-mentioned National Communication Strategy on Bulgaria's Accession to the EU the Paideia Foundation implemented projects related to developing tools and manuals for teachers and pupils for the training under the European Lessons programs for grades 1 to 12. The "Handbook for Applying to European Educational Programs" deserves to be mentioned because it gives teachers the opportunity to be trained in this new and underused area so far.
- A joint project has been implemented together with the British "Institute for Citizenship" called "Speak Out on European citizenship". Over 170 pupils trained in the European Lessons program took part in this essay-writing competition on the topic "European Citizenship". The eight winners participated in an international seminar in Strasbourg.
- A network has been established on a regional basis with contacts and joint initiatives between schools and the municipalities providing opportunities to attract additional investment for school training on Europe.

For more information on this topic see:

Olga Borissova / Silvia Todorova,
Country Profile – Bulgaria, in:

Rafael Biermann (ed.), Europe at
Schools in South Eastern Europe
– Country Profiles,
ZEI European Studies and South
Eastern Europe Series, SEE 4,
2003.

active NGO in Bulgaria in this respect, focusing exclusively on introducing Europe into the schools of Bulgaria especially with its "European Lessons" project. Our specialized school curriculum "European Lessons" presents civic education through the perspective of an education about a United Europe, covering subjects such as the

Becoming a citizen of United Europe goes far beyond Article 8 of the Maastricht Treaty. The transition from a *Europe of workers (1957)* to a *Europe of citizens (1992)* could never be successfully achieved merely through decrees and treaties. Those can only establish a general framework but they cannot provide the answer to the crucial question Europe is facing today – the question of constituting Europe as a United Europe. The answer to this question requires education concerned not only with the overall and dynamic

process of European unification – the continuous development of democratic institutions and the legal system, political, cultural and economic practices, human rights and responsibilities. It also includes education about our common European values and our cultural and natural heritage. Only such education will guarantee long-term and broad public support for the cause of a United Europe in Bulgaria and beyond.

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web site: www.paideiafoundation.org

¹ See *Presidency Conclusions, Barcelona European Council 15 and 16 March 2002, Part I-44.*

² See *Presidency Conclusions, Lisbon European Council, 23 and 24 March 2000.*

European Studies across Borders Master Course: Aims and Objectives

The University of Münster, the Nottingham Trent University and the Institut d'Etudes Politiques in Lille have formed a consortium with the University of Novi Sad and its Faculty of Economics in Subotica and with the Universities of Cluj-Napoca and Timsoara (Romania), which has started what is now called the "Subotica process". It is intended to boost the trans-border cooperation in South Eastern Europe and to introduce European Studies at places where they do not exist up to now, thereby assisting in the EU accession process of the respective countries. The project is open for further partner universities, especially from the Croatian and the Hungarian side. A letter of intent, signed in Subotica on 14 April 2002, forms the basis for cooperation. Four meetings have taken place since then.

The future M.A. programme in European Studies is a multi-disciplinary programme of study expressly designed to equip students with a comprehensive understanding of the origins, developments, processes and challenges of European integration, both from a comparative Europe-wide and from a specifically regional context of South Eastern Europe. It lasts for two years, of which the first is being spent in the student's home institution, while up to two semesters or their equivalent in the second year will be spent abroad at one or more of the other universities of the consortium.

The M.A. programme meets a number of complementary pedagogical and practical objectives. It will provide

those who successfully complete the multi-disciplinary program of study with

- a comprehensive understanding of the origins of the European idea in the intellectual history of Europe
- an insight into the historical roots and development of the European construction since 1945
- an overview of the principal theories of European integration and their importance in the formulation and evaluation of day-to-day politics
- a detailed knowledge of the structure, agenda setting and decision-making procedures and competencies of EU institutions and actors
- a thorough knowledge of the EU policy processes by a selective study of several key EU policy domains and
- applied research and relevant transferable skills, including electronic data processing and Internet-based research applications.

In order to achieve these objectives the programme of study will develop both: a corpus of up to date, relevant academic knowledge about European integration and the EU, and a range of transferable skills such as

- Computer Science / IT skills
- Statistical competence
- Research methodology

- Interpretative and discourse skills
- Presentational and writing skills and the acquisition of relevant, updated information from a variety of sources.

All of these skills are essential for swift and effective operation and the development of professional and administrative competence in a wide range of contemporary careers in business, public administration, policy analysis, the media and journalism, and in the educational field.

The M.A. program is expressly designed to equip participants for a number of career paths: *inter alia* teaching European Studies in secondary and tertiary / higher education; managerial careers in both the private and public sectors where knowledge of the operations and policy processes of the EU and European integration is essential for influencing and interpreting policy outcomes; employment by interest groups, lobbies, NGOs and other groups and organizations of civil society which are increasingly called upon to participate, whether at local, national or the EU levels in European multi-level governance. In the regional context, the study programme provides an ideal grounding for anyone from EU candidate or "potential" candidate countries, who requires detailed knowledge and understanding of European integration, contemporary European issues, EU institutions and policies.

Overall, the programme of study provides a unique and intellectually

challenging combination of core and optional modules that deal both with the regional and the wider impact and consequences of European integration in the context of accelerating globalization and exponential international change in every aspect of contemporary life in the continent of Europe.

These objectives will be accomplished by an interdisciplinary study programme based on the principal academic social science disciplines (economics, political science, policy studies, and sociology), history and law. The principal medium of instruction is English, although students will be enabled and encouraged to improve their language skills in the principal EU languages of their choice. Flexibility in constructing an appropriate study package is facilitated by the combination of compul-

sory 'core' modules and a wide range of optional modules. Student mobility is facilitated by the co-operation in the network of partner universities in both West and South East/Central Europe.

A special feature of the programme is represented by the cooperation between South East European Universities, the Westfälische Wilhelms-Universität, Münster, the Institut d'Etudes Politiques, Lille, and the Nottingham Trent University, Nottingham. This enables students staying either at Münster, Lille, or Nottingham for their second year to acquire a double Master diploma awarded both by their home and either Münster, Lille, or Nottingham universities, respectively. Within the context of the double diploma cooperation between the University of Münster and the University of

Twente at Enschede (Netherlands), students have the opportunity to follow also the European studies master courses jointly offered by both institutions; if they so wish, they can also specialize in the field of development studies as a minor subject.

The award of a double diploma at the conclusion of a successful course of study is designed to equip students with a higher-level academic qualification that improves their employment prospects in the new post-1989 Europe and enhances subsequent career development. Thus, participants may prepare themselves to succeed as flexible and fully competitive members of the European and global labour markets.

Prof. Dr. Reinhard Meyers
University of Münster

European Studies in Bulgaria

"The first and most important step towards knowledge is mutual love between learner and teacher."

Erasmus von Rotterdam Desiderius

The European Studies programmes, established all over Europe, differ significantly in scope, content, organization, concept, etc. The main distinction, however, is between European Studies and European Integration Studies. The latter are considered to be the study of the construction of the European Communities and its related institutional, legal, political, economic and social developments. This is the study of the phenomenon of the integration process as the subject of policies at the level of the European institutions and of the repercussions of these policies at the European and/or national level. The European best practice also suggests that the curriculum of university-level European Integration Studies should be interdisciplinary, i.e. the study of the interrelationship between legal, political, institutional, economic and social developments in the growth of the European Union. The term European Studies is much broader, relating not only to European Integration, but also to all studies dealing with countries in Europe from a national or comparative perspective.

For Bulgarian Universities the European best practices in the establish-

ment of European Studies programmes have played a major role. European Studies have been perceived as a significant step in the accession process of the country. The development of integrated, inter-disciplinary, stand-alone programmes at universities in Bulgaria, with a curriculum covering such areas as European Community Law, European Economic Integration, the History of the European Construction Process, the European Institutional Framework, Decision-Making Procedures, the Internal Market, the Common Foreign and Security Policy,

etc. has been considered as an important development in the long-term role Universities can play in the process of EU accession.

Objectives

A view has been developed that the Universities could implement a strategy for the formation and training of a big enough pool of experts for the public and private sectors. There is an understanding that Universities can educate the potential recruits for Bulgarian civil service, who would have the necessary knowledge of the implications of the Acquis communautaire. Such a step is thus an essential component of education and indirectly of the public administration reform.

This is in addition to the general educational objective of helping to prepare an informed public, aware of the issues at stake in the European Integration process. Investment in university level European Studies has considerable benefit for society at large, as there is a growing demand for EU expertise. This also meets the mission of most of the Bulgarian universities that are committed to prepare students to face the challenges of working and living as



Source: CIA

citizens of a united Europe and to train a new generation of leaders for Bulgaria and the region. To that end, there is an understanding that in the short term, focusing and improving the level of undergraduate programmes is as important, if not more important, than focusing on the postgraduate level.

A major goal in the establishment of the European Studies programmes at the Universities in Bulgaria is to convince the students that this area of knowledge has a very strategic role and provides a horizontal approach, which allows further specialization in a number of concrete areas. The importance to create the "mutual love between learner and teacher", the compatibility of theory and reality is especially important for Bulgaria as an EU candidate country. Thus, European Studies have also another dimension, the task to make students believe in the European idea, the idea of a United Europe, of Bulgaria being part of this Europe.

Content

The model of the EU Member States shows that in most EU Universities, special Departments of European Integration Studies exist, which facilitate the organization and implementation of undergraduate and postgraduate programmes. Such Departments are of an inter-faculty and interdisciplinary nature that allows students to do cross-faculty courses. However, the institutional problems involved in setting up such Departments should not be underestimated. The optimal model for European Studies courses is that they have a compulsory part of the programmes to which they are attached and, at the same time, allow students to follow cross-faculty or multi-disciplinary programmes concentrating on European Integration Studies.

As a minimum European Studies programmes in the Bulgarian Universities include courses on European Law, the European Institutional Framework, Decision-Making Procedures, the Internal Market, and the Common Foreign and Security Policy. The staffing levels in European Studies at universities in Bulgaria are still low and their expertise spread thin. As far as still advice and lecturing expertise are needed from universities in EU countries, international cooperation projects and international networks contribute a lot to the quality of the programmes.

Major elements of European Studies programmes are the knowledge of European Law and a sufficient grasp of the relevant foreign languages. These elements are vital if the 100,000 pages of legal text making up the *Acquis communautaire* are to be both understood and implemented. It is therefore of the greatest importance that European Law is a compulsory part of any European Studies programme in whatever faculty it is taught. The same argument is valid for the language preparation of the students.

Some individual Programms

Currently almost all larger Bulgarian universities have developed programmes in European Studies or European Integration Studies. Some might be introduced here. At *Sofia University*¹ the European Studies programme, elaborated by the European Studies Department, has come into force as from 1999/2000 academic year. The programme is the Bulgarian version of similar programmes established in the last 30 years at a number of universities and higher schools throughout the world. In the process of elaborating the curriculum, use has been made of the experience of such educational institutions as Stanford University, Trinity College, Sorbonne, College of Europe, etc.

The Bachelor's Degree studies have the duration of four years, i.e. eight terms. The acquisition of this degree is completed through a final written examination in the major and in the first foreign language. The curriculum contains 17 compulsory courses. It offers the students the opportunity to choose, after the second year, a narrower specialisation of their studies, from among six distinct modules (Law, Culture and Civilisation, Economics, Information and Media, Politics and Administration, Environment), each of which consists of at least five compulsory disciplines. Optionally, the students may also acquire a pedagogic qualification.

The European Studies Programme at the *American University* in Blagoevgrad² was launched as of the 2001/2002 academic year. The programme has two prerequisite courses, six required and four elective courses. Students majoring in European Studies must demonstrate proficiency in another official EU language other than English. The European Studies Major provides an interdisciplinary focus on the

problems, progress, and prospects of the European integration process and trains students to take up responsible positions in the institutions of the European Union as well as in their own countries. It enhances their ability to function in a Europe-wide business environment and contributes to their understanding of the Southeast European region within a wider expanding Europe, combining the political, economic, historical, and legal dimensions of contemporary European society.

The European Studies Programme of the *Free Varna University*³ likewise began with the 2001/2002 academic year. The programme is eight semesters in duration and interdisciplinary in character. Graduates are encouraged to seek professional realization in the sphere of political, social and cultural relations with European Union countries. They are well qualified to be employed at any and all levels of government administration.

The European Studies Programme in the Faculty of Business and Management at the University of *Rousse*⁴ has been started and implemented with additional academic expertise, provided under a number of European joint projects with Universities from Germany and other European Union Member States. It is separately introduced in this SOE-Monitor and needs not to be explained here. Further Masters' Programmes for European Integration Studies are established at the *New Bulgarian University*⁵ in Sofia and at *Plovdiv University*⁶.

The creation of European Documentation Centres (EDCs) and computer networks at the Universities in Bulgaria is another vital step in the process of supporting the development of European Studies at the university level. There are a number of such centres in Bulgaria and other institutions, which serve the information needs in European affairs not only of the students and professors, but also of the public at large.⁷

Most of the European Studies programmes at the Universities provide for the participation in internship and exchange programmes, which have major influence on the academic and professional experience of the academic community. One of the ways to fund such internships or placements is through European Programmes (Leonardo, Youth, and Erasmus). Returning students act as further multipliers of

the knowledge gained, experience acquired, and awareness raised.

Programmes for civil servants

The Universities play a role in providing knowledge-upgrading courses for civil servants dealing with European Integration Affairs. Although Bulgaria does have civil servants with considerable expertise in European Affairs, such knowledge is not widely spread enough amongst the middle administrative layers and between central ministries and regional or local governments. Added to that is still the high turnover rate amongst civil servants. The most cost-effective approach implemented is by adapting existing courses for different needs. Such courses use distance learning, evening classes and other teaching techniques, which ensure enough flexibility in study methods and allow full-time civil servants to complete European Studies courses and programmes.

In the long term, civil servants should acquire their basic knowledge about European Union affairs from compulsory courses presented as part of their undergraduate studies. Learning about the European Union and its policies has to become part of general civic education and a topic addressed at the universities. Management skills (negotiation techniques, reporting and communication, language and IT skills, etc.) have to be improved through courses presented either by the Institute for

Public Administration and European Integration as mid-term, and/or by post-graduate management training at university. The quality and relevance of such in-service training programmes could be improved by ensuring a proper dialogue between trainers and trained. Therefore, there is a need for the development of mechanisms to ensure the relevance to practitioners of course content, methods and materials developed/delivered at universities.

Perspectives

Centres of Excellence in European Studies have to be established at University level. These Centres have to offer activities and programs aimed at promoting knowledge and awareness of European-related matters and developing European Studies and European Integration Studies as an educational field. To this effect, the Centres of Excellence could serve as a framework forum for discussion, initiation and organization of academic and professional seminars and courses on accession and post-accession issues, and act as an information center for the wider public. In so doing, the Centres would provide the appropriate mechanism to utilize expertise and know-how available in EU countries' universities and thus promoting exchange of knowledge and best practices.

The European Studies programmes at the Universities in Bulgaria have to

build upon existing institutional capacity, expertise, regional impact, and network of partnerships towards the establishment of a lasting framework mechanism to further the development of the EU-related programmes and projects. More visibility, synergy and regional impact are the crucial elements that can increase the awareness and understanding of the European Integration process.

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¹ See <http://www.uni-sofia.bg/faculties/philosophy/website/eu-stud/index-bg.htm>.

² See <http://www.aubg.bg/academic/programs/index.php?maj=13>.

³ See <http://www.vfu.bg/bg/in.php?unk=hni&step=bach&spec=evro>.

⁴ See <http://www.ru.acad.bg/faculties/fbm/index.htm>.

⁵ See <http://www.nbu.bg/mf/programs/mpr/EI.html>.

⁶ See <http://slovo.pu.acad.bg/evro.htm>.

⁷ See the comprehensive list in: *Olga Borissova and Silvia Todorova: Country Profile - Bulgaria*, in: *Rafael Biermann (ed.): Europe at Schools in South Eastern Europe - Country Profiles, ZEI European Integration and South Eastern Europe Series, SEE 4, 2003, pp. 30-34.*

From Dream to Success:

The European Studies Faculty at Babes-Bolyai University



During the last ten years the Faculty of European Studies has been borne in Cluj-Napoca at the Babes-Bolyai University in Romania. It is today the largest faculty of European Studies in Central and Eastern Europe with 1,600 students. This development produced not only academic results but also a strong international partnership and a wide-based national network of organisations working synergetically together. The major assets are the core people (academic staff, students), the partner universities and the consortia, and the lo-

cal stakeholders. The Network of European Studies is in the Europe of Knowledge the key element for competitive advantage in the region of Central and South Eastern Europe.

During the transition process in Romania the reform in the educational field is a key element. Romania decided to start the pre-Accession Process to the European Union in 1993. In the same year the School for Advanced Comparative European Studies commenced at the multicultural university Babes-Bolyai Cluj-Napoca, situated in the heart of Romania. In

May 1995, with the support of the EU Delegation in Bucharest, the official name became the "Faculty of European Studies".

The Faculty of European Studies awards B.A. degrees in International Relations and European Studies in the field of Political Science and in Management (Management of European Institutions) in the field of Economics. The curricula of these two specialisations are internationally recognized. The Faculty of European Studies belongs to a European consortium established through the Tem-

pus programme, including Université Libre de Bruxelles, Westfälische Wilhelms-Universität Münster, Università Cattolica del Sacro Cuore Milano, Università degli Studi di Milano, Utrecht University, Università degli Studi di Pisa and the University of Sussex.¹ We extended this network during the last years to quite some other Universities, ranging from Leuven to Barcelona, London or Michigan State.

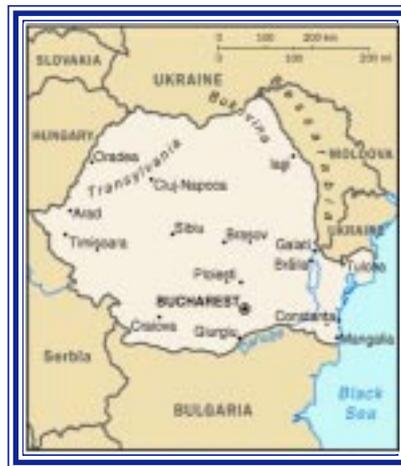
Besides the B.A. programmes, the Faculty of European Studies offers M.A. programmes in a variety of fields: Comparative European Studies, Anthropology and Multicultural Studies, German and American Studies, Labour Studies and Human Resources, Advanced Management and Gender, Differences and Inequalities. Research institutes that are centres of excellence at national level reinforce the M.A. programmes: the Institute for Cultural Anthropology, the Institute for German Studies and the European Research Institute. A tangible outcome of these endeavours was that the Hannah Arendt Prize Jury selected the Faculty of European Studies as a finalist for the 1998 prize.

The paradigm shift after the Lisbon Summit 2000

Due to the new objective of creating a Europe of Knowledge and a European Research and High Education Area, we shifted our paradigm to the key objectives continuous training, life long learning and developing new joint B.A., M.A. and Ph.D. Programmes. Thus, the Faculty of European Studies signed with the Westfälische Wilhelms-Universität Münster in 2000 a double degree agreement according to which, after two years, students from Cluj can continue their studies in Germany for a degree in Political Science (as their major) and Communication Science (i.e. Journalism, Media Studies and Public Relations), Sociology, Public or Private Law (as their minor). At the same time, Babes-Bolyai University awards these students a B.A. degree in European Studies. The double degree programme includes all the necessary academic and administrative streamlining: agreement on the duration of the studies, on curricular compatibility and credit systems, on examinations and the evaluation of results. Bilateral committees have been formed. A special part of the programme is dedicated to the reciprocal recognition of degrees after passing a graduation exam in front of a joint Romanian-German committee.

The programme at Cluj-Napoca comprises about 40 hours (courses and seminars). At the end of the programme, the student receives a certificate recognised by the academic authorities, Babes-Bolyai University and the Ministry of Education and Research. The courses of the European Studies Programme are: European Construction; the Evolution of European Institutions; the Philosophy of European Unification; European Integration (interdisciplinary European Community Law); Modernism - Postmodernism. The courses of the Management of European Institutions Programme are: the Basics of Management; the Management of Human Resources; Business Negotiation; Communication; Public Relations Data Bases; Users; and Internet.

Grants for students come from the Socrates and Copernicus Programmes, from EU institutions and partner universities. In the framework of the Socrates Programme, the students of the faculty benefited from 27 scholarships in 2002/2003. There are 39 East-West exchanges envisaged for the academic year 2003/2004. Each



source: CIA

year, several guest professors offer seminars and lectures in Cluj.

The Chair of Multicultural Studies was set up at the Faculty of European Studies with the support of the OSCE. Starting with the academic year 2000-2001 and Romania became eligible for the European programme Jean Monnet. In this context, the European Commission selected the Faculty of European Studies for a Jean Monnet Chair in the field of European Construction, for the period 2001-2004.

Our faculty also co-chaired the Working Group on Curricula Development of the ZEI-“Network of European

Studies in South Eastern Europe” during the last three years. It also currently negotiates the curriculum for the international graduate programme “European Studies across Borders”, with graduate students and teaching staff from the universities of Cluj-Napoca, Timisoara, Münster, Nottingham, Lille, Novi Sad and Subotica (see the separate article by Prof. Dr. Reinhard Meyers in this issue).

The Faculty of European Studies is a founding member of the European Association for European Studies, of the Regional Academic Network for European Studies organised under the aegis of the Stability Pact and a National Centre of Excellence in Justice and Home Affairs.

Life long learning and distance learning

Our faculty organises postgraduate programmes together with recognised training centres such as Labour Market Analysis, together with the Ministry of Labour, Social Solidarity and Family and the National Agency for Employment and Professional Training; and Airport Management together with the Airports Association of Romania. The Stability Pact and the Centre for European Integration Studies (ZEI) of Bonn involved the Faculty of European Studies in training programmes organised by the European Institute of Romania. Together with the Socrates National Agency, our institution will develop post-TEMPUS training programmes.

In the area of economics, our faculty organises postgraduate programmes in the field of Advanced Management and Labour Studies and Human Resources. Extensions of these two programmes are organised with the Chamber of Commerce and Agriculture of Bistrita (programmes addressed to the North-Western part of Romania).

In recent years, there has been a reconsideration and reorganization of the programme for those who cannot attend school according to the traditional academic model. Thus, the Faculty of European Studies elaborated a programme, which pragmatically represents the political science core of European Studies and the macroeconomics core of the Management of European Institutions. Taking advantage of the material resources, computers and communication facilities recently introduced through European programmes, these distance learning programmes have

become a module separate from the traditional educational system and meet the necessity of a complex niche of professional expectations.

Starting with the academic year 2002-2003, our faculty commenced a distance-learning programme in International Relations and European Studies. Starting with the academic year 2003-2004, our faculty first has academic distance learning extensions in Timisoara and Tg. Jiu.

The Society of European Studies Students (SESS) and Alumni Association was created in 1995. It comprises students from the Faculty of European Studies in Cluj-Napoca. Its aim is to establish contacts with different organisations of the same type all over Europe and to promote EU values in Romanian society. The Society of the European Studies Students offers services and programmes, information on EU-related topics, pre-professional training and contacts. It popularises the European idea through economic, cultural and humanitarian manifestations, through national conferences, seminars, roundtable discussions, meetings, polls, consulting, workshops, fieldtrips and national or international co-operation with other organisations, bodies and foundations.

Career opportunities

Graduates of the International Relations and European Studies Programme tend to be employed at EU, UN, OSCE, UNESCO or other international organizations. Others join the central institutions of the Romanian state (Presidency, Parliament, Government, Ministry of European Integration, other Ministries) or local institutions (such as prefectures, county or town councils, the Offices for Regional Integration and Development, chambers of commerce and industry, business centres). Further employment opportunities have been found in NGO's, in Romanian branches of European companies, in mass-media, in education or in research institutes.

Graduates of the Management of European Institutions Programme find,

in addition to the aforementioned, jobs in the banking sector, in foreign companies, in joint ventures, insurance and investment companies, in chambers of commerce and industry, business centres and also in social and cultural institutions, academic management, human resources management, in the management of European projects or in consulting and analysis.

Justice and Home Affairs

As a consequence of a national bid, the PHARE Programme made possible the foundation of a Centre for European Studies in Justice and Home Affairs at Cluj-Napoca. This centre is, in fact, one of the eight centres created through this programme in Romania, each designed for one specific field. These centres assist in the preparation of our country for EU integration.

The Programme ensures the institutional development of the Centre by offering funding for trainers' equipment, programmes, documentation, and training. The Programme also creates a network between the eight centres, the Faculty of European Studies, the Schools of Law, the Faculties of Political Science as well as central and local institutions throughout Romania with a major role in Justice and Home Affairs.

The Centre organises education programmes and correspondence courses in human rights, preliminary investigation, fair trials, the prevention of organised crime and economic or financial crime, and the consolidation of democracy in Romania; it offers technical assistance in legislative and institutional harmonisation specific to pillar three of European integration; it facilitates the creation of a network among central and local institutions, NGO's and citizens interested in this field; it performs research on the approximation of EU legislation and promotes research with universities from abroad; and the Centre advises on developing and improving the competences, skills, and abilities of Romanian civil servants from those state institutions involved in Romania's EU integration.

The European Research Institute

The key tool for research in this area is the European Research Institute of Cluj-Napoca. The main objective of the Institute is to provide comprehensive research results and expertise on Romania's process of integration into the European Union. The Institute also hosts lifelong learning programmes in the fields of management and entrepreneurial education. The research is interdisciplinary and done in cooperation with foreign institutes and centres. There are 39 researchers including professors, associate professors, lecturers, assistants and full-time Ph.D. students.

The "European Idea Foundation for European Studies" supports these endeavours by doing research and organizing study scholarships in Romania and abroad for the staff and students, acquiring didactic and research materials for European Studies, organizing congresses, conferences, seminars and roundtable discussions on European issues; assisting the staff and the students in order to participate in national and international scientific events and conferences; promoting the research work, publishing journals and books, and inviting to Cluj-Napoca European Studies specialists from Romania or abroad.

Overall, it has been a long way with quite considerable success, but also pitfalls from the first mission statement of European Studies in Cluj-Napoca to reality. Ten years of arduous efforts lie behind us. We are eager to expand even further and invite all interested to come and visit our Programmes.

Dr. Elena Marilena Porumb
Associate Professor
Cluj-Napoca

¹ See *Faculty of European Studies, brochure, 2003-2004, EFES, Cluj Napoca, Romania, 2003.*

Task Force South Eastern Europe

Fourth Stability Pact Summer School

„Welcome to Dubrovnik, jewel of the Croatian Adriatic!“ These were the words with which Assistant Minister Dr. Petar Turcinovic, the new Director of the Diplomatic Academy of the Croatian Foreign Ministry, welcomed the fifteen participants of this year's "Stability Pact Summer School" on behalf of the organizers in the Habsburg-style International Center of Croatian Universities, situated just outside the town walls of the old city-state of Dubrovnik.

It was already the fourth time that the Task Force South Eastern Europe at ZEI organized this Summer School together with our Croatian friends, drawing on the financial support of the German Foreign Office and the German Foundation for International Legal Cooperation, i.e. national Stability Pact funds. This year the young diplomats coming from Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia and Romania focused on the topic "Stabilizing South Eastern Europe - the European Perspective". The Summer School, running one week from 7 to 14 September, started with an official address by Mrs. Spomenka Cek, National Co-ordinator for the Stability Pact and Head of the Department for Economic Integration at the Croatian MFA, offering a resumé on achievements and failures after four years of the Stability Pact.

Afterwards, the full programme tried to approach the topic from different angles. Thus, ZEI Prof. Dr. Ludger Kühnhardt presented the current agenda of the EU, concentrating es-

pecially on the Convention and the constitution-building process; Dr. Rafael Biermann delivered an overview on the Stabilization and Association Process of the EU for South Eastern Europe (replacing Mrs. Broenius from the EU Commission due to an illness) and analyzed the future of the enlargement process post-Copenhagen; and Dr. Emil Mintchev from the Task Force concentrated on the accession process of Bulgaria and Romania after the Copenhagen Summit, sowing some doubts as to the target date of 2007 for EU accession of both.

In addition, two representatives from the region presented their efforts to draw closer to the region: Mrs. Pejcinovic Buric, Assistant Minister from the Ministry of European Integration of Croatia, talked about the Croatian EU application and the internal EU approximation, mentioning also the political hurdles still ahead (detention of suspected war criminals and effective minority rights for the remaining Serbs in Croatia); Dr. Tanja Miscevic, Head of the European Studies Department of the G 17 Institute in Belgrade, offered a rather gloomy view on the hurdles still ahead for Serbia and Montenegro before starting negotiations on a Stabilization and Association Agreement with the EU Commission.

One day was also reserved for the provocative topic "Property, Nepotism, Corruption: Organized Crime in South Eastern Europe", tackled by Dr. Sebastian von Münchow, Expert on Justice and Home Affairs from the Of-

fice of the Special Coordinator of the Stability Pact. The simulation on property rights and the subsequent illuminating analysis of the case was very well received by the participants who engaged in very controversial, open discussions also on "hot" issues during the whole Summer School. Again, the last day was focused on negotiation techniques, presented and applied to the region by Ambassador Dr. Mario Nobilo, Assistant Minister of the Croatian MFA.

Besides this intellectual dimension, the human dimension of the Summer School stands out. Inviting representatives from as many countries of the region as possible, trying to organize the classes with a maximum of interactive learning, offering opportunities for personal friendships to grow (concerts, city tours, beach) and including also a joint boat trip to the beautiful island of Mljet all serves the purpose of bringing future decision-makers of these countries together who still have not experienced the intensity of cooperation among neighbours, which is today common among the EU countries. This kind of networking is a small, but a valuable contribution to regional cooperation, indeed to peace building in South Eastern Europe. The evaluation at the end of the School session once again demonstrated that these goals were fully reached.

Dr. Rafael Biermann

Next edition : Security Sector Reform in South Eastern Europe



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