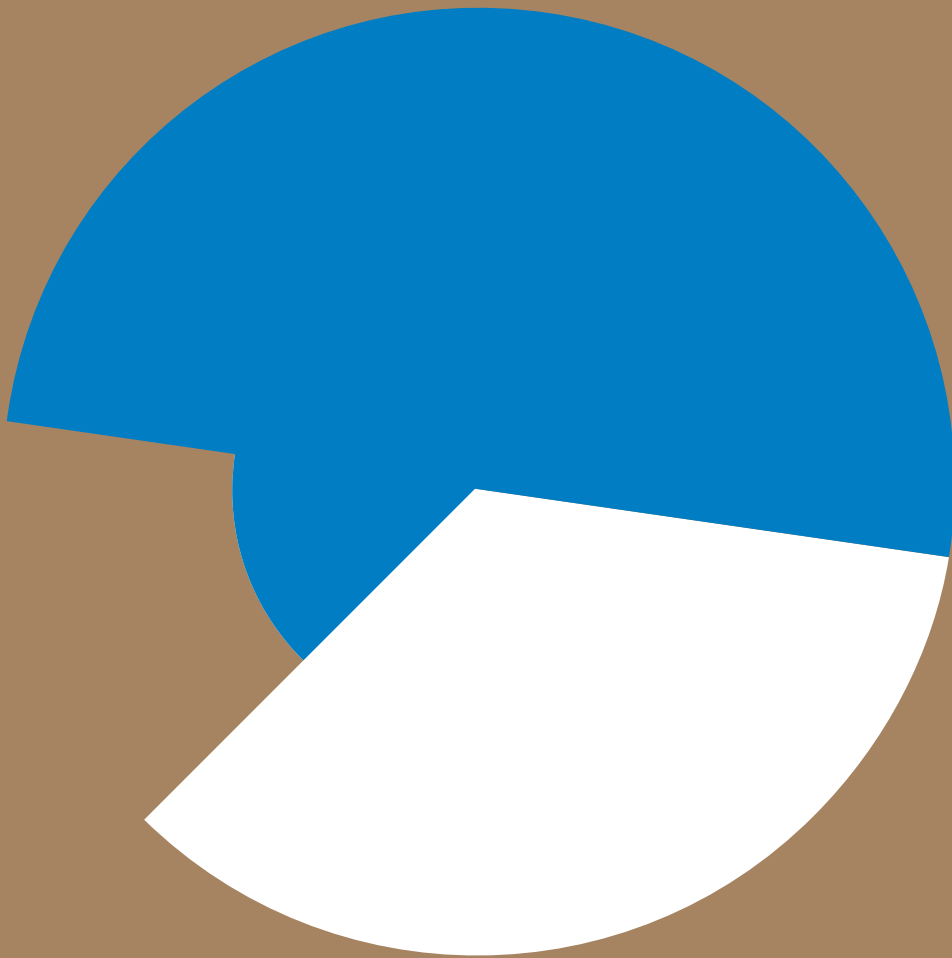


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*Guest Editors*

Niomi Kelly & Piet Tutenel

Lessius Mechelen (former Mechelen University College)

*Language Editors*

Niomi Kelly

Nadine Kayobotsi

Lia Frederickx

Piet Tutenel

Lessius Mechelen (former Mechelen University College)

*Layout*

Wim Bruyninckx

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## comenius journal

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**Geneviève Laloy**  
President of the Comenius Association  
Head of International Relations  
Haute Ecole Léonard de Vinci,  
Louvain-la-Neuve

# presidential note

FR

L'association Comenius entame une nouvelle année académique mais entre également dans une nouvelle décennie. En effet, l'Association Comenius a pris le temps de marquer son vingtième anniversaire par plusieurs festivités hautement appréciées avant de poursuivre ses activités pédagogiques et internationales. Ainsi, après de premières festivités en comité restreint lors de la Rencontre à Klingenthal en mai 2009, l'ensemble des instituts partenaires de l'Association et également un certain nombre d'invités (anciens membres, associations partenaires, etc.) ont été conviés à une conférence et une réception organisées pour l'occasion à la Katholieke Hogeschool de Mechelen lors de notre Rencontre d'automne.

Depuis, de nombreux projets internationaux se poursuivent entre partenaires pédagogiques de tous horizons. C'est bien là notre défi permanent : collaborer ensemble au sein de notre réseau thématique pour favoriser l'ouverture sur le monde de nos futurs enseignants et éducateurs sociaux, permettre à tous - élèves, étudiants, enseignants - de se rencontrer, de découvrir d'autres réalités pédagogiques, d'autres politiques éducatives et ainsi porter un regard différent sur leurs contextes éducatifs respectifs et leurs pratiques pédagogiques.

Les moyens proposés par l'Europe sont nombreux et les projets ne manquent pas pour stimuler les diverses collaborations, les mobilités d'étudiants, de professeurs et pourtant force est de constater qu'il

faut sans cesse trouver de nouvelles idées pour opérationnaliser ces projets, les faire aboutir, les faire perdurer. Question de moyens, de temps, de synergies ?

Au cœur de nos collaborations, le processus de Bologne est sans nul doute un levier important qui articule pour une bonne part l'ensemble des projets existants entre partenaires européens. Ce processus de Bologne fut l'objet de notre dernière Rencontre à Klingenthal car il nous paraît effectivement déterminant dans nos échanges et il nous semblait important de faire le point sur l'état de la situation.

Ainsi, lors de notre Rencontre, nous avons demandé à notre collègue, le Professeur Maria Felberbauer, de nous faire le point de la situation actuelle à propos de Bologne, d'effectuer une reclarification de certains concepts liés à la déclaration, etc. Nous avons également demandé à quelques instituts partenaires de nous présenter l'état de leur situation spécifique : comment le processus de Bologne s'est implanté dans leur institut, comment le système ECTS est appliqué, la question du supplément au diplôme, comment les professeurs et les étudiants réagissent aux changements liés au processus de Bologne, etc.

Des ateliers de discussions ont dès lors suivi ces présentations afin de cibler comment l'Association Comenius peut mettre un focus sur certains aspects de ce processus en mesurant ensemble ses forces et ses

faiblesses, ses effets, ses limites éventuelles, etc.

Que pouvons-nous espérer pour l'avenir, quelles perspectives entrevoyons-nous et de quelle manière pouvons-nous agir dans nos instituts respectifs et de manière plus globale au sein de l'Association Comenius, ainsi qu'avec d'autres institutions et associations partenaires ?

Le dossier spécial de cette nouvelle édition du journal de l'Association souligne ainsi notre souhait de nous mobiliser pour améliorer tant la mise en application du processus de Bologne dans nos institutions que la qualité des projets internationaux en général.

Ainsi, au travers des divers articles qui suivent le lecteur aura l'occasion de lire entre les lignes, notre souhait de communiquer davantage l'état des recherches de certains de nos membres, d'échanger des pratiques pédagogiques innovantes, de stimuler l'ensemble des partenaires pour des politiques éducatives cohérentes, stimulantes et porteuses d'avenir.

Le processus de Bologne, c'est en fait un projet européen incroyable qui vise à donner à tous les membres de l'Union européenne un véritable langage commun. Il ne doit pas être question d'homogénéité mais de cohérence, de dialogues, de collaborations, de projets communs. L'Association Comenius s'inscrit véritablement dans cette perspective et souhaite y participer activement.

# ntial

## ENG

The Comenius Association began a new academic year and at the same time it started off a new decade. Indeed, the Comenius Association took the time to mark its twentieth anniversary celebrations by several highly appreciated festivities before continuing its educational and international activities. After the first celebrations at the select committee meeting in Klingenthal in May 2009, all partner institutes of the Association, accompanied by a number of guests (former members, partner organizations, etc..) have been invited to a conference and a reception organized to celebrate this event at the Katholieke Hogeschool Mechelen during our Autumn Meeting.

Since then, many international projects have been taken up between our educational partners of all backgrounds. This is our ongoing challenge: working together within our thematic network to promote openness to the world of our future teachers and social workers, enabling all - pupils, students, teachers - to meet, to discover different educational realities, different educational policies and in this way discover a different look on their respective educational backgrounds and their teaching practices.

The means proposed by Europe are manifold and there is no shortage of projects to stimulate cooperation, student mobility and teacher mobility. Yet it is clear that we must constantly find new ideas to put into work these projects, to make sure they succeed, to make sure the projects

continue. Is it a matter of resources, of time, of synergies?

At the core of our collaboration, the Bologna process is undoubtedly an important driving force that stimulates all existing projects between the European partners. As it actually seemed crucial in our discussions, the Bologna process was the subject of our last meeting in Klingenthal and we felt we needed to provide an update on the situation.

Consequently, during this meeting, we asked our colleague, professor Maria Felberbauer, to give us an overview of the current situation of Bologna, to give us a new interpretation of some concepts related to the Declaration, etc... We also asked some of our partner institutions to explain us their specific situation right now: how the Bologna process was implemented in their institution, how the ECTS system has been applied, how they manage the diploma supplement, how teachers and students react to the changes brought about by the Bologna process, etc...

Then discussion workshops were followed by these presentations in order to focus on how the Comenius Association can underline certain aspects of this process by combining all its strengths and weaknesses, its results, or any possible limitations, etc..

What can we hope for in the future, what opportunities do we see and what can we do in our respective institutions and more broadly within the Comenius Association,

as well as in cooperation with other institutions and associated partners?

The special theme of this new issue of the Comenius Journal underlines our desire to engage in improving the implementation of the Bologna process in our institutions and in improving the quality of international projects in general.

Thus, through the various articles in this issue, the reader will be able to read between the lines that we want to speak about the research done by some of our members, to share innovative teaching practices, to encourage all our partners to work on coherent, challenging and promising education policies.

The Bologna process is in fact an incredible European project which aims to give all members of the European Union a true common language. There should be no focus on homogeneity but instead on consistency, on dialogues, on collaborations and on joint projects. The Comenius Association truly endorses to this viewpoint and wishes to participate in this process actively.

# The world is light, that is why there is night Psychology and pedagogy in the mirror of imagination and the artistic



**Marc Colpaert**

Philosopher and journalist. Author of *"Where two seas meet. Imagination, the key to intercultural learning"* (Antwerp, Lannoo, 2009)

## No gap between the West and the Islam

The so-called gap between the Islam and the West doesn't have to be this vast, if we are willing to survey in a more mythical manner both our own heritage and the other's.

There are examples available which we apparently tend to forget time after time. In the 19th century as well as in the 20th century famous writers and 'odd' artists (sometimes 'entartete' or 'degenerate art') showed us how to open up the strange other in ourselves by artistic ways of expression. They were frontier-crossers, 'des passeurs de frontières'.

Let us, by one example, explore how an

### ABSTRACT

As Marc Colpaert was the keynote speaker at the Autumn 2010 Conference of the Comenius Association, we'd love to include this specific text in this journal. We omitted the introduction to this text, as it is a summary of the presentation he gave on his latest book 'Where Two Seas Meet'. Please feel free to e-mail the editors should you wish to receive the introduction as well. In the text below, Colpaert guides us on a journey to another culture. A journey by Paul Klee and Nacer Khemir to Tunisia, to another culture and to their inner self as an artist.

Marc Colpaert était le conférencier principal de la Conférence 2010 de l'Association Comenius, et nous sommes fiers d'inclure ce texte spécifique dans ce Journal. Nous avons omis l'introduction à ce texte, car c'est un résumé de l'exposé qu'il a fait sur son dernier livre "Where Two Seas Meet". N'hésitez pas à nous solliciter par e-mail si vous souhaitez recevoir l'introduction en français. Dans le texte ci-dessous, Colpaert nous guide dans une autre culture: un voyage de Paul Klee et de Nacer Khemir en Tunisie, dans une autre culture et dans leur moi intérieur d'artiste.

intercultural encounter between a not-Islamic artist and an Islamic artist can be enriching. I'll also look for those essential parts of the Islam we can relate to. The modern artists I am thinking of are painter and draftsman Paul Klee and the Tunisian film director and painter Nacer Khemir.

Paul Klee only needed 14 days during his travels through Tunisia to probe the depth of what he found, or better: the depth of what he was given unwanted. The Tunisian landscape, where the Tunisian is part of, revealed him his essential part. Film director and painter Nacer Khemir undertook this same journey through his formally colonized land in 2007 and as

such was given a great gift by Paul Klee. Nacer Khemir found and welcomed himself as Moslem with 'modern eyes'. He felt the great congeniality with Klee. A perfect balance, so it seems, between giving and receiving.

## To travel and never to return

Travelling to the land of the Islam is possible. Many tried, but they returned. Edward Said called this way of travelling orientalist, turning it into some exotic adventure. On the other hand, some others have travelled and (metaphorically speaking), never returned. Although they remained themselves, they did go through



Paul Klee, Vorhaben, 1938

a transformation. This is what happened to Paul Klee.

He (then) left behind the 'me' he had tried to construct in the West and went in some kind of free chosen exile. And as soon as he got there, was received with great hospitality: by the light, the symbols, forms and colors. This never left him ever since. Nacer Khemir did see this in the art of Klee and points to a number of things associated with an Islamic way of thinking, which were earlier on discovered and understood by Klee. Let me guide you through some examples that also might be useful to a therapist and pedagogue, if willing to work as an artist.

#### **'To bear and express mystery'**

'The diffused shattering of a veil enriches the exposed phenomena more than the sun itself'. That what is veiled only becomes apparent, once we stop unveiling. Our problem is: 'to bear and to express mystery'. Reality cannot be found by science (only). The eye can only penetrate to a certain depth. As Nacer Khemir states, not only women veil themselves, also men wear a veil. Islamic society, nature itself and the whole of the cosmos are veiled. The question is: how to live in a veiled world?

'Alles hat grosse Haltung', Klee said.

'I have been seized, yet I still do not understand it'. Equally every being, every client, every student carries deep inside a grosse Haltung.

#### **Predominantly drawing back**

Paul Klee looked, and observed lines, contours of an incredible landscape. 'My painting falls short when compared to nature', he noted down in his diary. In our attempt to come within reach of reality, and to express it, we wrongly try to do this with more, instead of with less. We are all nomads, and in the footsteps of others one can find something of the unreachable. Though here one has to look for the contours, the lines, the colors. And one should not try to fill out or fill in these contours; one does not need to say aloud everything, to label all things. This is about drawing back, predominantly drawing back. Go towards your goal backwards... ('Immer wieder probieren, rückwärts ins Ziel marschieren.') Submit, and accept something lesser ... Just like the therapist Nagy who, earlier on, could disclose, by means of minimal interventions in conversations with people, whole stories, entire landscapes ... 'Reduce the process to a few steps.' This enables us to see the world, nature and our reality in a new way. 'Es ist die Diszip-

lin der Sparsamkeit.' In art –and ipso facto in the art of education as well- is seeing not as essential as making visible... ('Bei der Kunst ist das Sehen nicht so wesentlich wie das sichtbar machen.')

#### **The other: an open text**

Also within the Islamic traditions there are different means of depiction. But that what is portrayed is re-present-ed, it relates to something else, not present. And here for, a specific kind of estheticism was designed, namely the abstract. Islamic cultures sign-ify by means of symbols or signs. These signs often lead us in an abstract way to the unlimited, the unspeakable, as an open text. (Just like every client and every therapist, every pupil and every teacher are an open text to one another.)

#### **The momentary 'square'**

Furthermore everything takes place within the boundaries of the 'momentary square'. The momentary square-shaped patio of a house, the temporary squares in a park, with square fountains in which the sky seems to be mirrored (in squares) and likewise 'caught'. Even Mecca is a square. It is a geometric interpretation of the Great Reality we ourselves belong to. (Just like the therapist's room or a class room is a square in which the therapist and the client, the teacher and the pupil mirror their reality. Both are more and different than themselves.)

#### **Bend down and enter**

In Tunisia one often still has a low front door. One has to bend down in order to enter the house. It gives expression to the concept of humility. Mosque with high fallus-like minarets have, according to Nacer Khemir, never existed before. Mosques used to have dome-shaped roofs, and echoed in this way the skies.

#### **Absent reflections**

The present-day problem of the absent reflections for the Islamic world – and not only for the Islamic world- is gigantic, so says Nacer. However, it was exactly this, which had struck Klee: 'This land resembles myself'. He finds through the colors a 'bessere Erkenntnis' (a better insight).



Apparently our culture today cannot hold up a mirror where newcomers see themselves mirrored in terms of Reality, being more than what one actually sees. 'C'est un miroir aveugle', it is a blind mirror. It does not shine anymore, it does not reflect anything.

### **To sketch lines one does not see**

'In drawing mirror-like I sketch something I do not see. Like with music. To draw is to make music.' To enable an encounter resembles art, is to make music, is sketching lines one does not see. But you are guided by these lines or pictures. You guide in the de-piction of a client/patient/pupil. Or also: the client de-picts, as in a mirror ... And the drawing is being done prudently, 'economically'. This is one of the foundations of the aesthetics of the Islam: prudence, abstraction, economy ... Take a line and go for a walk... Abstraction has the humility to say: not everything can be shown and can be said. The eye can not grasp everything. What we see is a mere possibility. The real truth is the invisible foundation. ('Was wir sehen ist kein Vorschlag, eine Möglichkeit. Die wirkliche Wahrheit selbst liegt zunächst unsichtbar zu Grunde...')

### **Totalitarianism is lurking around the corner**

The danger of totalitarianism is constantly lurking around the corner. In the blue in Tunisia there is nothing authentic. It has been installed by the colonizer, Baron d'Erlanger. Memory has in the mean time erased his commands and everybody now believed the blue forms part of Tunisia. Paul Klee, however, discovered underneath this color other, more original colors. Ochre, yellow, red, green ... The victory of the colonizer is always temporarily and questionable, said Klee, when he visited the ruins of Carthage. Everybody longs for dialogue; an almost nostalgic longing for happiness and peace. But again and again mosques were being rebuilt into cathedrals. (The archeological art of therapy and pedagogy lies herein that one should look through the totalitarian colors...)

### **Le rêve d'une personne**

'Ce n'est pas une ville qui rêve. C'est le rêve d'une ville. Ce n'est pas une personne qui rêve; c'est le rêve d'une personne.' The city is a dream. The human being, standing in front of you, is, in a way, a dream too. In a certain way a prefiguration of ... of what? Isn't this exactly the question of this person? (Who am I? Where do I come from? What am I doing here? Will you remember me, after I'm gone?)

### **Repetition**

One of the modes of expression of Islamic cultures is repetition. Endless repetition, as in a toccata by Bach, a litany, an arabesque. All grand traditions live by, and demonstrate that repetition, the rhythm of breathing is the key to giving meaning. This also applies for education and therapy.

### **The Ptolemaic West**

Our image of reality does not coincide with reality. Our perception of a human being does not coincide with this human being. What we see, what the therapist and the client, what the teacher and the pupil see, is a reflection in a mirror. The symmetry in the Islamic architecture reflects this double reality: the reality of the body, and the reality of its mirror image. We are constantly confronted with a self that is not a self. (Levinas: self is at the same time other-than-self and is being addressed by other-than-self.)

It is remarkable that the West still thinks in a Ptolemaic way, while science adopts a Copernican perspective. The Earth revolves around the sun, and not the other way round. Dancing Dervish had and have understood this.

### **Not without light**

The world does not exist without light. Light is the element through which all is being revealed. A good artist liberates light, but does not take away the experience of the night... A human being can likewise reserve a space for this light within himself so that something can happen. This creates an expectation, a desire for something to be fulfilled... This mindset again refers to fundamental hospitality: the desire to be empty, so that something

'different', something 'out of the ordinary' can cross the threshold.

### **The truth is a mirror that fell from heaven**

'The truth is a mirror that fell from heaven. It broke into thousand pieces. We all possess a little piece, but we all think we know the entire truth.' (Rumi) How do we deal with the, to the West so important, 'Image'?

The process of giving and receiving in the domain of intercultural communication can only be successful if the involved people of groups engage in a 'journey'. This is a metaphoric journey. It is a journey from which one never returns. The journey transforms the (group-)self through meeting others. By means of the Klee-Khemir example I have also tried to show that there are correspondences between what a therapist or a teacher does, and what the artist does. Both make visible that what until recently has not been visible, what had never seen the light before. Light always breaks through the acknowledgement of the contours of the night.

MARC COLPAERT



# „Bologna“ is on the Way

## Landmarks of an Educational Reform



**Maria Felberbauer**  
PhD, International Coordinator  
Kirchliche Pädagogische Hochschule  
Wien/Krems

### Starting the process

The “Bologna Process” was initiated in 1997 with the “Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region”. This Convention was open for signature by the member States of the Council of Europe and the member states of the UNESCO Europe Region. Its aim was to facilitate the recognition of academic qualifications within Europe. It was signed and ratified by more than 50 European states<sup>(1)</sup>.

In 1998 European Ministers of Education met in Paris to celebrate the 800th anniversary of the Sorbonne University. At that occasion four of them, the representatives of France, Germany, Italy and the United Kingdom, drafted a “Joint Declaration on Harmonization of the Architecture of the European Higher Education System” the so-called “Sorbonne Declaration”. The Ministers realized that they owed students

### ABSTRACT

The article gives an overview of the developments that led to the so-called “Bologna Declaration” signed in 1999 by 29 Ministers of education. The process that was initiated by the Declaration has led to changes in the higher education systems of almost 50 countries in Europe. They have agreed to adopt criteria for enhancing the mobility of students and teachers, for making university studies compatible, degrees understandable and study curricula comparable. In addition to an enormous peacekeeping potential the process has succeeded in strengthening the European Higher Education Area as a whole. The parameters of the development are mobility, acknowledgement of results, recognition of qualifications, transparency of study programmes and their aims and objectives and quality assurance. One of the most important consequences is that the process is slowly leading to a general reform of learning processes by placing the students’ interests in the centre, making students’ workload transparent and by defining what their learning outcomes should be.

L’article donne un aperçu de l’évolution qui a conduit à la soi-disant “Déclaration de Bologne” signée en 1999 par 29 ministres de l’éducation. Près de 50 pays en Europe ont convenu d’adopter des critères visant à accroître la mobilité des étudiants et des enseignants, pour rendre les études universitaires compatibles, pour rendre les degrés compréhensibles et les programmes d’études comparables. En plus d’un potentiel énorme au processus de paix, la Déclaration a réussi à renforcer l’Espace Européen de l’Enseignement Supérieur. Les paramètres du développement sont la mobilité, la reconnaissance des résultats, la reconnaissance des qualifications, la transparence des programmes d’études et de leurs buts et objectifs et l’assurance de la qualité. Une des conséquences les plus importantes est que le processus mène graduellement à une réforme générale des processus d’apprentissage en plaçant les intérêts des étudiants au centre, ce qui rend transparente la charge de travail des élèves et définit leurs résultats d’apprentissage.

and society at large “a higher education system in which all participants are given the best opportunities to seek and find their own area of excellence <sup>(2)</sup>”. They called for a progressive harmonization of the overall framework of degrees and cycles and envisaged joint diplomas and a common frame of reference. The general tendency was to strengthen the European Higher Education Area (EHEA) by promoting the co-operation between countries and institutions and by supporting mobility amongst students and teachers.

Towards the end of the 20th century physical mobility and intellectual exchange between academic systems had practi-

cally come to a standstill, and the promise to find ways and means for encouraging students to spend part of their study time at a university outside of their country and to enable academic staff to work abroad was received with enthusiasm.

### Defining the criteria

One year later at a Conference in Bologna, Italy, 29 Ministers signed the “Joint declaration of the European Ministers of Education”, better known as the “Bologna Declaration”. This Declaration already contains most of the aims and objectives we are still working at. In general the Ministers promised to focus on building

upon and strengthening the intellectual, cultural, social, scientific and technological dimensions of the EHEA. They also indicated that they were very much aware of the peace-keeping mission of the reform by strengthening stable, peaceful and democratic societies. Educational systems should become compatible and comparable, without endangering the diversity of cultures, languages, national education systems or university autonomy. The EHEA on the whole should become internationally competitive with other areas of higher education (e.g. in North America or in the Far East).

The Bologna Declaration encourages the adoption of a system of easily readable and comparable degrees by means of issuing an explanatory document called "Diploma Supplement" to all graduates. Studies throughout Europe are now organized in three cycles, undergraduate (Bachelor) and graduate (Master and Doctorate). The promotion of mobility is encouraged by the adoption of a system of credits - the European Credit Transfer and Accumulation System (ECTS). Obviously, comparability and recognition can only function if universities and colleges offer equal quality, which - in due course - will be assured by co-operation in quality assurance throughout Europe. All reforms aim at promoting the European Dimension in education.

Meanwhile the impact of these changes has become global, extending to distant parts of the world like Australia, South America, India and others. The "Bologna Declaration" has been signed by almost 50 (!) European countries and its criteria have led to substantial changes in national legislations and educational systems. Proponents consider "Bologna" as one of the greater European achievements, comparable to the establishment of the Common Market, whereas sceptics hear the first beats of the death knell of academic freedom.

### Monitoring the process

An educational reform of a European dimension can only succeed if it is accompanied by a set of supportive measures. The representatives of the signatory states meet every two years to evaluate achievements, discuss changes and set new goals. Between the ministerial conferences

(Prague 2001, Berlin 2003, Bergen 2005, London 2007, Leuven 2009, Vienna/Budapest 2010) international seminars and workshops are organized to deal with prevalent topics. The results of these meetings are presented to the Ministers at the next conference. The stage of implementation in the different countries is documented and published in a periodical stocktaking report. The next ministerial conference will take place in Bucharest 2012, and intervals between the conferences will then be extended to three years. Plans are already made for "Bologna after 2020".

### Setting goals and encouraging criticism: Mobility of Students and Staff

The key for strengthening the European Higher Education Area is co-operation between institutions, staff and students. People co-operate successfully when they meet face to face and are able to develop cultural and intellectual empathy. Therefore academics must become mobile. To support them the ERASMUS programme was created, which guarantees financial support for mobile staff and students. At present the European Parliament provides almost seven million Euros for mobility and co-operative programmes. National governments are encouraged to add their part. Unfortunately getting the money for projects is connected with a lot of bureaucratic hindrances, and people complain that applications mean a lot of paper work without any guarantee of success. Promises by the Bologna Follow-up Group to simplify procedures have not been kept so far.

### Benchmarks for student mobility

In 2020 a total of 20 % of all graduates should have spent at least one semester abroad. However, it is quite obvious that there are limits to mobility for reasons of family situations, finances, job offers and - last but not least - the incompatibility of curricula. Institutions are encouraged to create so-called "windows of opportunity" i.e. curricular areas specially suited for studying abroad. For students who cannot go abroad some universities create "international modules" taught by incoming teachers in a foreign language. Since the

Bologna process is becoming global, student mobility is also encouraged for non-European students. By 2020 the number of international students in the EHEA coming from non-EHEA countries should have increased by 20%, and the number of joint programmes in the EHEA should have been doubled <sup>(3)</sup>.

### Acknowledgement of results

Students will never study abroad unless they have the guarantee that their qualifications are recognised by their home institution. This has led to the creation of a system of accreditation for academic achievements, the European Credit Transfer and Accumulation System (ECTS). A credit is given for 25 – 30 hours of work under the condition that the pre-defined learning outcomes have been achieved. At first the system was violently opposed by academics, and it is still criticised for its emphasis on the quantity rather than the quality of a student's work. In the meantime, however, it is widely used, and European credits are acknowledged in other parts of the world. Credits can be accumulated over a life-time and may lead to further qualifications later on.

### Recognition of qualifications and transparency

In order to guarantee the validity of degrees all over Europe, academic qualifications had to be made universally understandable and comparable. The European partners agreed at first to adopt a two-cycle system with a Bachelor (undergraduate) degree containing 180 – 240 credits and a Master (graduate) cycle which carries 90 or 120 credits, depending on the previous Bachelor. Later on a third cycle, the doctorate, was added without any predetermined number of credits. This led to some uneasiness in those countries that had not had Bachelor diplomas before, and it was seen as proof for a tendency to follow the Anglo-Saxon rather than the "continental" way. Bachelor degrees are still uncommon in some countries, and in spite of great efforts the employability of Bachelors is still an open question. To guarantee equal qualifications of degrees, qualification frameworks have been developed. National frameworks must now be developed, certified against the overarch-

ing European Qualifications Framework for the EAHE and finally implemented. This implementation is essential for guaranteeing transparency and, in due course, universal reciprocal recognition.

### **Making qualifications understandable**

In case people want to work abroad – which is every European citizen's right – qualifications must become universally understandable. Therefore the so-called "Diploma Supplement" was created, a document explaining the content of course programmes and the competences acquired by the student. Every graduate from a European Institution of Higher Education automatically receives this document free of charge. It also includes a so-called "Transcript of Records" with all results (grades) the student received. So far the "Diploma Supplement" is not too well known amongst employers, and for obvious reasons some students may even hesitate to present it voluntarily.

### **Quality assurance**

Mobility, recognition and accreditation of qualifications will function only if all institutions observe equal quality criteria. This has led to the development of a so-called "European Quality Frame" (EQF), which is to be complimented by "National Quality Frames" (NQFs). The European standards and guidelines for quality assurance have been developed by the European Association for Quality Assurance in Higher Education (ENQA) together with the European Students' Union (ESU) and the respective representations of universities and other educational institutions like the European University Association (EUA) and the European Association of Institutions in Higher Education (EURASHE). The process of quality assurance is an ongoing and challenging process, which calls for continuous monitoring and control. Institutions that qualify for exercising this control are included in a European Quality Assurance Register (EQAR). Again this measure has called for some criticism because universities claim that obligatory accreditation may inhibit the European tradition of academic freedom.

### **Reforming learning processes**

The most famous European universities were founded 700 - 800 years ago, and over the centuries they developed a certain patina in teaching and learning methods <sup>(4)</sup>. Traditionally, on the continent, university professors used to decide on what to teach and on how to present their material. The classical lecture in front of a large number of students was the most common form. Students were expected to listen, accept, digest and reproduce. Little thought was given to whether the material was going to be useful later on, or help the graduates get ahead in their future jobs. With the foundation of Professional Academies, University Colleges and Universities of Applied Sciences competition grew and traditional universities had to take on the challenge, which they did rather reluctantly. The student revolt of 1968 served to speed up the process and "Bologna" is now completing it by placing the individual students, their constellations, expectations, needs, aims and objectives in the centre of interest. Learning outcomes must be defined in advance, and they have to be adjusted to the clients' (i.e. the future graduates') needs. This process is still in progress, and it seems that it will not be completed until a new generation of university teachers steps up to the "pulpits".

### **Looking into the future**

We should bear in mind that "Bologna" is an ongoing reform process effecting all European institutions of higher education. In spite of legitimate and - from time to time even violent - criticism of some of the measures, its impact has become global. Summing up we may say that it has introduced great changes, it has served to identify problem areas, it offers solutions and it will succeed in the end if it remains flexible and the process is pursued consequently in a common spirit open to changes and new challenges.

### **Notes**

(1) <http://conventions.coe.int/treaty/Commun/ChercheSig.asp?NT=165&CM=&DF=&CL=ENG> (16 June 2010, 8:00 am)

(2) <http://www.wg.aegge.org/ewg/sorbonne.htm> (16 June 2010, 8:20 am)

(3) BFUG (CZ) 15\_6 [Bologna beyond 2010 report] – draft of 22/01/2009

(4) In the case of UK universities this did not happen to such an extent, because they were influenced by "modern" trends from across the Atlantic.

# The Tower of Bologna



**Celine U. Nygaard**  
International Coordinator  
Faculty of Arts and Education  
University of Stavanger

Perhaps one could say that English has already won the battle of becoming the world's "lingua franca". But the fact is that the Bologna declaration from 1999 doesn't mention language politics at all. It underlines however, the need to "show full respect of the diversity of cultures, languages, national education systems and of University autonomy", but it doesn't tell you how to do this. Despite the ambition to create an open market, free from obstacles, the Bologna process seems blind to the obvious obstacle language plays on this construction site. Different operational languages are what I would call at least a minor obstacle, but it is still left to each of the participating countries to figure out how to tackle this obstacle.

In Norway the Bologna process was introduced with the Quality reform in 2003, where internationalization was intuitively understood as introducing more courses in English. Our former minister

## ABSTRACT

The primary role of the Bologna Declaration was to protect European Higher Education in the face of global competition. Secondly it supports national politics with regards to internationalization, where employability, mobility and competitiveness are the key factors. 47 countries are part of this huge building project for a transparent and open market. Many major obstacles have been overcome, but why has the obvious obstacle of language so easily been overlooked?

Le premier rôle des accords de Bologne est de protéger l'enseignement supérieur européen dans le cadre de la globalisation. Ensuite, ils soutiennent les pays pour qu'ils encouragent l'internationalisation où l'emploi, la mobilité et la compétitivité et sont les enjeux principaux. 47 pays participent à ce grand projet de construction d'un marché transparent et ouvert. De nombreux obstacles ont déjà été vaincus mais pourquoi l'obstacle si évident de la langue n'a-t-il pas été pris en compte?

of Education, Trond Giske even thought it would be too much to ask for incoming students to learn Norwegian, especially when it "wasn't that useful". As a result, there are no Norwegian requirements for exchange students. The outgoing students are on the other hand encouraged to learn the local language, since our government considers language and culture competences some of the most unique aspects of studying abroad. The Norwegian government, moreover, offers extra scholarships for intensive language courses for outgoing students. This means that we don't expect anyone to learn Norwegian, but the Norwegians should learn another language in addition to English. Is Norway selling itself short, or is there a different explanation?

Unsurprisingly it comes down to politics.

Signing of the General Agreement on Trade in Services (GATS) introduced "free trade" of higher education to Norway and with the Bologna agreement came the free flow of students and lecturers. The university ideal changed from the university being an instrument for nation building to taking on characteristics of international businesses. In order to compete on the international market, Norwegians need an international education, preferable with additional languages. This would make Norway competitive on both the European and global market, a point that is in national politics. In order to prevent a "brain-drain" and economic loss Norway also needs to attract foreign students. This is where establishing English programmes come in, since nobody is expected to bother to learn the native language. The institu-

tion of higher education is not only under national pressure, but also under pressure from the EU. By 2009 1, 7 million students have had the “Erasmus experience” since the programme started in 1987. But a radical change is needed in order to meet the goal of 3 million students by 2012. The pressure is especially high on the subject areas which are falling behind in the statistics: education and teacher training.

Some subject areas are more international than others, like engineering and economics, and could easily be taught in English, but still it will never be the same as the native language. Teacher education is unfortunately not an international field in that sense. Many professors feel pressured to teach and to publish in English, even though they don’t have the language skills required to maintain the same quality as in Norwegian. The Bologna process is therefore indirectly making both students and professors abandon their key competence - the native language. Globalization is threatening the status of the minority languages. If all education were in English, it’s reasonable to think that there would not be a “specialist language” or terminology in f.ex Norwegian. Further problems will then occur when the experts are not able to communicate their knowledge to the general public because of a lack of vocabulary. As a result the Norwegian Language Council and the universities in Norway (amongst others) have in recent years joined forces in order to discuss and develop language policies within internationalization.

The outgoing students to non-English speaking countries face an even bigger dilemma. They are supposed to learn the language during 1 month’s intensive programme. Call me pessimistic, but there is no chance you can learn a language well enough to attend higher education classes in 1 month. Genius or not. But on the other hand I don’t doubt that students

abroad return richer; in personal growth, improved language skills and with the famous Erasmus experience. Most letters of motivation I receive, focus on “improving one’s English”, but Erasmus was never intended to be a subsidized language school. A high level of the language of instruction is required in order to maintain the academic quality. The University of Stavanger has set the requirement to a B2 minimum. Some even think this is too low, as poor English speaking students are not able to participate in discussions, receive low grades and generally slow the class down.



Pieter Bruegel, The little Tower of Babel, ca.1564

As international coordinators we are stuck between the strategies and politics of the government, the ideal of higher education and the commitment towards our partners. Common courtesy towards partners is performed by only nominated good and qualified students, but with the students’ right to study abroad and the political pressure on both sending more students out and receiving more students in, I believe this is not always the case.

The emerging question is what to prioritize between the quantity of mobility or the competitive quality?

Through Erasmus I believe we have achieved a good flow in mobility, but have

we achieved the competitiveness on the global market? The different languages and cultures are what make us unique. It is also why exchange was interesting in the first place - to learn from each other, and to join forces with our unique competences. Instead the Bologna process creates a melting pot of mediocre English. If we believe the US and Australia are our main competitors in the education market, why are we trying to beat them at their own game? I believe it is when we focus on our key competences that we truly become competitive on the global market, not

when we are copying the others. We have created a transparent education system, but the remaining obstacle for a free flow now, is language. A new language policy is where the EU should put their radical change. Because without the proper language knowledge we are simply not able to maintain the level of quality we need in order to stay competitive.

As an international coordinator an open and competitive education is not only a national goal, but also my goal. For any new construction it is important that the foundation is strong, and the foundation in this European project should be academic quality. We

therefore need to stand strong against the pressure of quantity and learn how to say no to both outgoing and incoming students when qualifications are not met. Because only when the academic quality is matched with the language skills required, will the free flow of mobility follow.

CELINE U. NYGAARD



# Bologna Process in Romania



**Mona Vintil<sup>1</sup>, Cosmin Goian<sup>2</sup>,  
Amalia Kuglis<sup>1</sup>, Daliana Istrat<sup>1</sup>**

<sup>1</sup>Psychology Department,  
Faculty of Sociology and Psychology,  
West University of Timisoara

<sup>2</sup> Social Work Department,  
Faculty of Sociology and Psychology,  
West University of Timisoara

The Bologna Process is perhaps one of the most important policy processes currently taking place in the context of Romania's transition to democracy. It affects the education system, and therefore has primary consequences on all three levels: short, medium and long term. Expected changes in the short term concern a decrease in the number of lecture courses, allowing the student time for more individual work, in the medium term the changes are aimed at strengthening the role of master programs, and in the long term towards the quality of the Romanian workforce.

The structure which oversees the implementation of the Bologna Process in

## ABSTRACT

The Bologna process has an influence on the education system, and has thus consequences on all three levels: on a short-term level, fewer contact hours for the student, allowing for a more individual way of working, on mid-term level, reinforcement of Master-programmes and on a long term level, the quality of work in Romania.

The institution that supervises the elaboration of the Bologna Process in Romania : The Ministry of Education, of Research and of Youth, in collaboration with other guiding organizations and collaborating with universities, the Romanian Conference for Rectors and with Students' syndicates.

The realization of the process started in 2005 with the introduction of a new model for the first cycle and the reorganization of the PhD-studies. The second circle was started in 2008-2009, while the first generation of Bologna-students graduated.

Some challenges for Romanian higher education on short-term: Fulfill the national Registry for degrees, a better balance between education and research, another strategy for institutional development, having more students from under-represented groups in university programmes. On the long-term: becoming more competitive, organize university studies according to the regional potential and the development needs, increase the conditions for living at university campuses.

Le processus de Bologne affecte le système d'éducation, et a donc des conséquences primaires sur les trois niveaux: à court terme, une diminution du nombre de cours magistraux, permettant à l'étudiant un travail plus individuel, à moyen terme, le renforcement du rôle des programmes de master et à long terme, la qualité de la main-d'œuvre roumaine.

La structure qui supervise la mise en œuvre du Processus de Bologne en Roumanie: Le ministère de l'Éducation, de la Recherche et de la Jeunesse avec l'appui de ses organes consultatifs, travaillant en collaboration avec les universités, la Conférence roumaine des Recteurs et avec les syndicats des étudiants.

La mise en œuvre du processus a commencé en 2005 avec l'introduction du nouveau modèle de premier cycle et la réorganisation des études doctorales. Le deuxième cycle a été lancé en 2008-2009, lorsque la première génération des étudiants de Bologne a fini les études.

Quelques défis pour l'éducation supérieure roumaine à court terme: l'achèvement du Registre national des diplômes; un meilleur équilibre entre l'enseignement et la recherche; une stratégie différenciée pour le développement institutionnel; la présence des étudiants de groupes sous-représentés dans les programmes universitaires. À plus long terme: l'augmentation de la compétitivité; l'organisation des études universitaires selon le potentiel et les besoins de développement régional; l'amélioration des conditions de vie dans les campus d'universités. Some challenges for Romanian higher education on short-term: Fulfill the national Registry for degrees, a better balance between education and research, another strategy for institutional development, having more students from under-represented groups in university programmes. On the long-term: becoming more competitive, organize university studies according to the regional potential and the development needs, increase the conditions for living at university campuses.

Romania is: The Ministry of Education, Research and Youth with the support of its consultative bodies (National Council for Higher Education Funding - CNFIS, National Council for Research in Higher Education - CNCIS, Romanian Agency for Quality Assurance - ARACIS, the Agency for Qualifications in Higher Education and Partnership with representatives of the Economic and Social Environment - ACPART) working in close cooperation with universities, the Romanian Rectors' Conference and with the student unions.

The Law No.87/2006 on quality assurance in education regulates the institu-

tional and methodological aspects of quality assurance and is fully compliant with the ESG issued by ENQA and adopted by EU ministers at the Bergen Conference in 2005. The Romanian Agency for Quality Assurance in Higher Education (ARACIS) started to operate in late 2006.

A new piece of legislation (Law no. 288/20042) divides higher education into three cycles, differentiated according to the number of credits:

- First cycle (180-240 ECTS) – Bachelor degree (3 years, 3.5 years and 4 years);
- Second cycle (90-120 ECTS, exceptionally 60 ECTS) – Masters degree (2 to 4 semesters);

- Third cycle (3 years and in special situations 4 or 5 years) - Doctoral degree.
- At the present moment the first and second cycle are functioning in our faculty, with the following structure:
- first cycle, 3 years, 6 semesters, 30 ECTS/semester, a total of 180ECTS leading to a bachelor degree;
- second cycle, 2 years, 4 semesters, 30 ECTS/semester, a total of 120 ECTS, leading to a master degree.

The implementation of the Law started in 2005 with the introduction of the new pattern of first cycle and the re-organization of doctoral studies in the form of the third cycle in newly established Doctoral Schools. The second cycle was launched only in 2008-2009 as the first cohort of the Bologna type bachelor degree students graduated. Now all Romanian HEIs have fully implemented the new structure of university studies, in accordance with the accreditation they have as HE providers. The first generation of master students will graduate this summer and we will try to launch the third cycle starting next Fall. Also, we have initiated an English-medium master course so that we can attract more students from abroad, since the language barrier was a major reason for students not enrolling on our programs.

Implementation of ECTS started in 1997 in state universities as an instrument facilitating cross border mobility of students. The use of ECTS became compulsory for all Romanian HEIs in 2005 as an instrument that provides consistent information on the workload of students, the content of study programs and quality specifications. It also allows for evidence of accumulated credit points during the study period spent by a student in another HEI. It serves also as a transparent reference for better employability of graduates.

In Romania, ECTS credits are linked with learning outcomes in the majority of programs. We are also taking measures to improve understanding of learning outcomes by participating in Bologna seminars on learning outcomes and by introducing a link between academic qualifications and learning outcomes in the NQFHE-Methodology. This has been widely discussed in regional workshops and country-wide conferences with representatives of virtually all the Romanian HEIs. In connection

with the external evaluation of QA at program level a dialogue on student workload measurement is taking place between the representatives of the providing Faculty and the external evaluators. The external evaluation of newly provided programs in order to obtain temporary authorization is also the best moment to help the staff of HEIs to improve their knowledge and use of ECTS. 1 ECTS credit acknowledges 25 hours of workload.

The diploma supplement is issued to all the students graduating from 1st, 2nd and 3rd cycle programs and it corresponds to the EU/COE/UNESCO Diploma Supplement format. For the labor market, the validity of the qualifications in the awarding country is confirmed by the Romanian Center for Recognition and Equivalence which was set up in the Ministry of Education in 1999.

HEIs have always played a central role in the research undertaken in the country. After 2005, the following factors have even strengthened the role of universities in comparison with other actors active in academic and/or applied research: both public and private investment in HE have registered a significant increase, with a focus on investment in research infrastructure; the newly implemented framework for quality assurance in higher education and research, with direct impact on the funding of universities and on their certification for accessing European and national research funds has also had a positive impact on HEIs in terms of research performance (one example: the number of ISI journals produced in Romanian universities is 43 in 2008 compared to only 9 in 2006); partnerships between HEIs and research institutes have brought together individual researchers in clusters which strengthen mainly university research teams; doctoral students recognized as

early stage researchers also contribute to the increased share of the universities in the total scientific output; since 2005 advancement in academic career is strictly correlated to the research performance of each candidate.

Romania does not at the moment have official statistical data on the employability of graduates of all cycles, as 2008 is the year for the first cohort graduating the first cycle. The Bologna type second cycle has just started from 01.10.2008. According to the data gathered in Romania for the EU Labor Force Survey for 2007, the group of high educational attainment level of 15 to 24 year olds shows an employment rate of 63.4% and an activity rate of 80.4%, while the unemployment rate is 21.1%. The outcomes of a currently developed Phare-Tvet Project refer to the methodology of tracking graduates of all three study cycles and will be implemented starting from the academic year 2008-2009.

Three groups identified in Romanian society are underrepresented in the higher education system: students from rural areas, students having less educated parents with low family income per capita and students from the Roma minority. Among the main obstacles to participative equity one should mention: the financial constraints, the cultural burden and the mentality of people with a lower level of education.



To increase the representation of the three groups identified in the society, the Government provides each year through the budget of the Ministry of Education, Research and Youth 1,000 scholarships for students originating in the rural areas who agree to return for a limited period of time to their home communities after graduation in order to teach in the local schools.

For students belonging to families with lower education background and low family income per capita, and also for students belonging to the Roma minority, the Government is giving social support by means-tested scholarships and by financial assistance on request of students in need. HEIs are also encouraged to award total or partial reimbursement of education costs for tuition fee paying students from these social groups who achieve acceptable academic results.

Many universities have broadened access to students by setting up local branches in towns which are closer to the domicile of the student's family than the traditional university cities and where living costs are lower. Universities have developed traditional action plans targeting students in high schools and offering them broad information on study programs and career opportunities as well as counseling / guidance services.

For students from the Roma minority the Government has been developing a positive action since 1998 by supporting, from the state budget, special study places in most of the study fields. Most universities have also provided special access means for disabled students as well as special learning assistance and guidance for them. However this observer's opinion is that ten years after signing the Bologna statement, Romania has not produced positive changes affecting Romanian higher education in a deep way. We are far from achieving the vision of a Romania

European Higher Education Area. There are at least three aspects to which we must pay more attention: student-centered education, the promotion of a culture of quality in universities and a repositioning of partnership between members of the academic community, especially with regard to student involvement in decisions concerning organization and curriculum content.

The problems mentioned by students include: merging of subjects without correlating the duration of studies with the student needs; difficulties in the masterate program and ambiguities in university regulations. These can particularly disadvantage students who graduated in the pre-Bologna system.

### Conclusions:

The main challenges for the Romanian higher education in the short term are:

- The completion of a National Register for Qualifications awarded in HE with self-certification of the compatibility with EQF and with the overall national qualifications framework from a lifelong learning perspective.
- The external evaluation of all HEIs operating in Romania in accordance with the ESG implemented through the methodology promoted by ARACIS.
- To find a better balance between teaching and research in the programs of the three Bologna study cycles and in the activities of students and members of the teaching staff.
- To motivate HEIs to develop a differentiated institutional strategy for HR development and management in close correlation with the mission and vision assumed by each university.
- Doctoral and post-doctoral research and teaching activities should be better linked to institutional objectives in HR management.
- To redefine the financial support

schemes and the grants in order to make access to and completion of HE more equitable and to attract and retain up to completion students from underrepresented groups.

For the longer term the challenges are:

- To increase the competitiveness of the Romanian HE as part of the EHEA.
- To foster differentiation of missions of HEIs, according to their development potential and to the needs of regional long term development.
- To further improve conditions for living and study in new university campuses.
- To attract more international students from the EHEA and from outside the EHEA.

MONA VINTILĂ, COSMIN GOIAN,  
AMALIA KUGLIS, DALIANA ISTRAT

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# The Bologna Process in Germany

## From Student Strike to the Reform of the Reform



**Helmar Schoene**

Dr. Helmar Schoene is Assistant Professor and in charge of the Bologna Process at the University of Education in Germany

On the occasion of the ten year jubilee of the signing of the Bologna-Declaration German students did not celebrate.

Instead they were on strike. In many German universities the students seized the lecture halls and organised demonstrations to protest against the Bologna reform. What was the cause of their protest? The students complained in particular about three developments: the overloading of the curricula, problems with the acknowledgement of credits when changing universities and the limited access to the Master programmes.

In the eyes of the students, the modularisation of the courses has had too many negative side effects: Courses are often

ABSTRACT

**Le processus de Bologne**  
*Des étudiants en grève face la reforme de la reforme*

Les manifestations des étudiants allemands contre le processus de Bologne se concentrent sur les aspects suivants:

- on aurait mis trop dans les nouveaux curriculae et on aurait trop restreint les libertés académiques des étudiants.
- les problèmes de reconnaissance (des credits nationaux et internationaux) et une mobilité restreinte.
- un accès limité aux programmes de master (d'après quelques politiciens seulement 20% des bacheliers devraient y avoir accès)

Les manifestations des étudiants ne sont pas restés sans succès: En Allemagne on a commencé à reformer la reforme.

Les programmes sont un plein processus de transformation. Aujourd'hui 80% de nouveaux étudiants font leurs études dans des programmes qui terminent avec un bachelier ou master. Les premiers étudiants avec des diplômes conformes à Bologna sont entrés dans le marché de travail sans problème et la plupart des étudiants se trouve bien préparé au monde du travail.

Par contre, le processus de Bologne n'est pas encore très avancé dans la formation des enseignants. Il y a deux grandes obstacles:

- Premièrement, le système fédéral allemand connaît 16 systèmes plus ou moins différents, et donc 16 systèmes différents de formation d'enseignants.
- Deuxièmement, dans la formation d'enseignants, l'État et les universités se partagent les responsabilités; les diplômes sont traditionnellement un Staatsexamen (= "Examen d'État"), pas un diplôme ou maîtrise universitaire. (De même en Médecine et en Droit)

Ils existent dans les 16 Länder allemands plusieurs modèles pour „bologniser” les programmes pour futurs enseignants. A Baden-Württemberg, où se trouve la Pädagogische Hochschule Schwäbisch Gmünd, on va maintenir – malgré Bologne – le „Staatsexamen” pour la formation des enseignants, bien que l'on soit en train d'introduire quelques éléments de la réforme – souvent purement terminologique („modules”, „credits”, etc.). Cette modification est surtout devenue nécessaire pour éviter les structures doubles, car les autres programmes de l'institution suivent le processus de Bologne.

said to be too school-like now and overcharged with learning content. In addition, the exam burden is said to have increased drastically. A study course can hardly be managed within normal weekly working time and is said to leave no free time for individual studies.

One important aim of the Bologna Process was to increase the mobility of students within the European university framework. The statistics of students' international mobility show that the opposite is true:

The shortened time of study and the rigid structure of the programmes make it obviously more difficult to study parts of the courses abroad (HIS 2009). However, there is not only a lack of international mobility. Many students also complain that even changes between universities in Germany are often complicated and that there are always problems with the acknowledgement of course achieved at other universities.

The final cause of students' concern is the

fact that often the possibilities to change from a Bachelor programme to a Master are limited. In a considerable number of professional fields a Bachelor degree is not sufficient for a successful career, so that a Master is compulsory. What happens to students who cannot get a place for an extension of their studies, since a lot less places are available for a Master than a Bachelor?

In the wake of these undisputable shortcomings, which are not seriously contested by politicians in the field of science, a lively debate about responsibilities has started. Who is to blame for the undesir-

Some say that it is the fault of these accreditation agencies in particular that a kind of formalistic thinking has been introduced at the universities. Instead of creating innovative study programmes in their own responsibility, the universities peered at the structural framework to be observed in the process. A uniform mush is said to be the consequence. The others say that the criticism of the accreditation is only intended to divert attention from the universities' own responsibilities. Many university lecturers are said to prefer concentrating on their research and teaching rather than investing a lot

the meantime, the first steps are taken to implement the reform of the Bologna Reform: There are to be fewer exams, a lower work load and more time for studying. At some universities, "round tables" have been instituted to allow students to be involved in improving the courses. In other cases, "Bologna Congresses" were organized to discuss solutions to problems.

#### The Statistics

About 600.000 of around 2 million students were recently enrolled in Bachelor and Master courses in Germany. This rep-



able developments: Educational policy, the universities or the so-called accreditation agencies? The latter in particular came under criticism. It is the task of these agencies to validate all new courses and to give them their stamp of approval. Without accreditation no course gets the go-ahead. In this, the agencies are bound by the legal framework set up by the Conference of the Ministers of Education. The Conference of the Ministers of Education coordinates the educational policy of the Federal States and aims at securing standards common to all German states because in the German federal system educational policy is the privilege of the Federal States.

of work in the organisation of course structures. Often the existing master and diploma courses, taking a minimum of eight semesters, are said to simply have been integrated into the framework of the new Bachelor courses with a standard of six semesters. No wonder then that the courses seem overloaded.

No matter who is the main culprit, the students' protests have been successful in a variety of ways: It has been a long time since there has been such an intensive public debate in Germany on universities and university training. This created pressure on Higher Education policy and on the universities themselves to take on the problems resulting from this. In

resents a total of 30%. However, among first semester students the percentage was 75%. In the meantime, most study programmes (80%) were changed following the Bachelor-Master structure (Deutscher Bundestag 2009). There has also been a first feedback on the position of Bachelor degree holders in the labour market. Here, the worried question was: How well would the new degrees be accepted in the labour market? In this respect, despite all the worry about the reform, the all-clear can be given. Bachelor degree holders don't have a longer waiting period for their first jobs than other university leavers. The majority of them assess their employment as adequate to their training and are satis-

fied with their job situation (Schomburg 2009).

### **Bologna in Teacher Training**

The situation becomes less clear if one looks at the level of implementation of the Bologna Reform in the area of teacher training in Germany. This is partly due to German federalism. 16 states means 16 different approaches to the training of teachers. On the other hand, the tradition of the so-called "Staatsexamen" (state exam) forms a handicap in the reform of studies. Up to now, the Staatsexamen gave access to the teaching profession or for example to the profession of judges. Many states still maintain the right to state-control the final examinations for an employment by the state. This limits the universities' autonomy in designing their courses of study.

Roughly, four different models of teacher training can be distinguished (Bellenberg 2009):

1. The Teacher Training Courses are, just like other courses, organized in Bachelor and Master course structures. The courses finish with a Master of Education degree (in 8 Federal States).
2. The Teacher Training Courses are organized in the Bachelor and Master structures, finish however, with a State Exam (in 2 Federal States).
3. The Teacher Training Courses are run in the traditional comprehensive structures and finish with a State Exam (5 Federal States) with the exception of some teaching professions, such as teachers in vocational training, where there exist model courses following the Bachelor and Master model.
4. Traditional courses that finish with a State Exam and consecutive courses that finish with a Master of Education are offered in parallel (1 Federal State).

In those cases where teacher training is organized in the Bachelor-Master structure, the framework is identical: A Bachelor degree alone is not sufficient in any Federal State to be admitted to the teaching profession. All Bachelor courses take 6 semesters (180 credits) followed by a Master course of 4 semesters (120 credits). Typically, the Bachelor courses already contain special elements that prepare for the teaching profession. These result

in an early specification for the teaching profession. The possibility to decide on a different professional field, once you have gained a Bachelor, is largely theoretical. In spite of this common framework the study concepts vary considerably among the Federal States and the universities: The share of subject courses, their didactics, educational science and phases of teaching practice vary considerably from one programme to another. As a consequence of this, not only does the decision for the teaching profession have to be made very early during the studies but also the decision for a specific teaching profile (Elementary School, High School) because the various courses of study differ from each other. Thus, the decision for a particular teaching course really requires a thorough scrutiny to assess the consequences.

### **Bologna at the University of Education Schwaebisch Gmuend**

Baden-Wuerttemberg belongs to the above mentioned type 3, i.e. at the University of Education Schwaebisch Gmuend teacher training is done in a comprehensive course of study which is completed by a state exam. Depending on the branch of study, the students study for a period of seven or eight semesters. In the field of teacher training the University of Education thus is a "Bologna-free Zone". With one exception: The training of vocational school teachers takes place in the integrated course structure of a seven semester Bachelor course and a three semester Master course. Additional offers of study programmes supply a different picture: Early Childhood Education, Health Education and Educational Sciences are taught according to the European Bologna model. In day-to-day practice this side by side existence of different course structures means coping with considerable coordination problems. It is also true that renouncing the implementation of the Bologna Reform in the field of teacher training does not facilitate international exchange. The universities of education in Baden-Wuerttemberg are therefore fighting for modularized teacher training programmes and the introduction of Bachelor and Master degrees in this federal state (LRK 2006). The answer to student protests against the Bologna Reform cannot be "Away with Bologna", but should rather

be "Develop Bologna further". A lot is still to be done on the way there, a way on which the members of the Comenius Association could also learn from each other.

HELMAR SCHOENE

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# The Bologna System in Hungary



**Judit Pazonyi,**  
Associate professor  
Budapest Corvinus University  
**Vivien Alexy & Lilla Dobos**  
Students at Budapest Corvinus  
University

The Bologna Process started on 19th of June 1999 when the Ministers responsible for higher education of twenty-nine European countries, including Hungary, signed the Bologna Declaration. Since then forty-six countries have joined the initiative, having aimed at developing a unified system of higher education. There is a lot of criticism from students, teachers and universities concerning the Bologna process, mentioning the insufficient information caused by poor communication, and the rush of implementation without careful preparation. For a more thorough knowledge and understanding of the Bologna process we have asked Dr. Ildiko Hrubos, the Budapest Corvinus University professor whose major research area is higher educational systems and their social impacts, to provide us with some information on the issue.

“The idea of the Bologna Process had matured since the beginning of the ‘90s,

## ABSTRACT

The report below is an article students of the Budapest Corvinus University, majoring Communication, prepared as their home assignment for a course on Writing Practices. It was their decision writing about the Bologna System in general and also about the Hungarian situation, which seems to struggle with the same problems as many other countries. As it is revealed from the article they are not against the System but they would like to highlight problems that should be eliminated in the future.

Le rapport ci-dessous est un article écrit par des étudiants de l’université Corvinus de Budapest, qu’ils ont fait comme travail dans le cadre d’un cours concernant les Pratiques d’écriture. Ils ont eux-mêmes décidé de parler des accords de Bologne en général et de la situation en Hongrie en particulier. La Hongrie qui semble bien être confrontée aux mêmes problèmes que d’autres pays. Il ressort bien de cet article qu’ils ne sont pas contre le système mais qu’ils aimeraient mettre en lumière les problèmes qui devront être réglés dans le futur.

as a response to the critical situation of the economic competitiveness in Europe. There is an aging continent where there is less and less work and thus a relatively small number of staff to improve the economic operation. In this context, however, it is desirable to produce young and well educated work force. Of course, in order to mobilize a highly educated workforce it was high time we accepted each other’s qualifications without bureaucratic barriers. These barriers should be eliminated in the higher education system, so Bologna was originally a workforce management measure, which had to be brought along in line with higher education.”

Dr. Ildiko Hrubos also said that in the 1960s a dual system of education was developed. This meant that two completely different higher education sectors started to exist. The college sector was to

be a shorter, practice-oriented training, as opposed to university education providing more and deeper theoretical knowledge. The problem was the lack of contact and communication between the two types of institutions. You got a degree after a five-year study, but if someone interrupted his studies he had to start everything from scratch. Indeed, the previously learned items, credits earned were completely lost, they were nowhere included and accepted. The Bologna reform intended to solve this problem with its flexibility allowing students to study in different institutions, with more and more transferable credits. With the unification of the system the possibility to study abroad has been provided, so mobility can be part of the life of a student during university years.

According to Professor Hrubos, the expected flexibility in practice has not yet



been implemented fully. This has been confirmed by the opinion of students who believe that the major problem is the excessive bureaucratic nature of the system.

“I think the passage between courses is too complicated, as various applications and documents are to be obtained and signed in about five copies. From this perspective, there is a lot to improve.”

As mentioned in their closely related criticism, students lack the flexibility in planning their program. If one wants to include a course, which is not closely related to their studies, he has to go through lengthy procedures.

The professor also points out that: “The attitude of the teachers, their inflexible thinking is also an obstacle.”

In spite of the criticisms students are aware of some improvement in two very important areas. On one hand the Bologna System enables students to earn their credits from relatively different courses (even if it is sometimes a very difficult process). On the other hand some mobility has been achieved as the Bologna process allows the students to pursue their studies in foreign universities. After getting a BA at home anyone can apply for a MA course abroad. Due to the unified system of higher education degrees, the same courses are acknowledged the same way in more and more European countries. Another possibility for students is applying for Erasmus Grant. More and more students consider it very important to spend at least one semester abroad.

A student said, “I decided to apply for a scholarship abroad, because in any event, I wanted to gain insight into higher education in another European country, whether it is much the same or different, as compared to Hungary. Furthermore, I wanted to gain experience, and make international friendships and wanted to know a completely different country”

There are significant differences between the various educational institutions in Hungary from the point of view whether an institution encourages the student to study abroad, or not. While some schools have only few partner institutions and therefore less students can get into foreign

universities, others provide their students with a lot of facilities. Of course, the bureaucratic system (a lot of paperwork, difficult applications, collecting many certificates), can also cause difficulties even in case of a supportive institution.

The practice of accepting credits is also different in the different institutions. In some schools, teachers are very flexible in handling this matter and believe that it is important that students studying abroad will acquire some very useful knowledge that cannot be obtained in the home institution. In contrast, elsewhere the teachers' inflexible attitude can cause problems for the students to have their credits acknowledged and recognized.

Dr. Ildiko Hrubos pointed out that in the process of standardization the institutions in higher education should be given freedom as well to develop their teaching methods. While this is desirable it can also lead to problems.

“Where I studied the school system was completely different, it was much more practical than theoretical. One lesson could last a whole day from morning till four in the afternoon. So we had to concentrate on one thing all day. Course work consisted of project work, we learned what it really meant to be working in teams”, added a student.

Almost all students who studied abroad mentioned the role of teamwork in the education, especially working on a project in small groups. They emphasized that this method is not common in Hungary. The students also experienced other differences abroad, such as having many more reports, tasks, homework in a semester so that they are motivated to study continuously not just at the end of the semester (preparing for the exams).

There are some institutions that try to integrate the foreign students in their courses together with the local students teaching them in the same class. Others offer special trainings for foreign students. In most cases the integrated education method is put into practice. In that case, studying in English language is a crucial part of education and it implies that the local students also have classes in this language. The teachers should not only

obtain the special knowledge in their field but they should also speak fluent English to be able to give their lectures. In Hungary it's not so prevalent so the students have no opportunities to have classes in foreign languages.

We also wanted to know whether the students could really be integrated in the education system of the hosting institution or not.

“I didn't feel myself a stranger”, said an Erasmus student, “perhaps because there were students responsible for helping us to solve a lot of different problems. There was also a special student organization whose „mission” was exclusively to integrate students. At the end of a whole semester we had to sum up the experiences we have gained and whether we could make a good use of it in the future. After the Hungarian students' answers were evaluated, it was revealed that what they knew was what the word „tolerance” really meant, and the importance of being sociable, living with other people.

Besides internationalization there is and important issue that has come up with the Bologna System. This is the difference of the so-called basic (BA/BSc) and academic (MA/MSc) educations. According to many people the basic training is too short. Most Hungarian students believe that this three year's time is not enough to achieve the appropriate and necessary knowledge and competences. They support the idea of 4 Bachelor courses involving the compulsory internship of working for a company. This is mainly because the bachelor-level qualification is also highly criticized as insufficient for providing practical experience. The compulsory internship would be a proper method to access the right practical techniques and enhanced knowledge of a field improving the chance of having a job in the labor market.

The problem is – according to the professor – that the introduction of the Bologna process was too fast without appropriate preparation.

“Because of the hurry the essence of BA and MA training system wasn't properly planned, which has caused crowded classes at BA trainings in Hungary. The

length of training both at BA and at MA level was not fixed strictly. The whole structure wasn't planned in detail, which was a big mistake, as we can see it now. It seems obvious that the three year period of BA training is not enough."

The original documents of Bologna have had to meet four requirements: general educations, knowledge which students can use in the master education, preparing students for the "European civilized life", and finally the practical use of knowledge to obtain the right job in the labor market. There are further requirements such as preparing students for researching in special fields and providing students with mobility in the basic period as well. These requirements are impossible to be thoroughly met in such a short period.

As mentioned above, the students share the professor's opinion. They say that the most important problem is the lack of practical education. As it was stated it would be necessary to establish small groups in which the students could do practical tasks and special projects. Three years are not enough for a proper education, so Hungary should differentiate between trainings, and where it is necessary, the period of education should be increased.

To sum it up, students in Hungary think that the most important values are to create a standardized higher education system which may help their integration in an educational institution abroad and can make the trainings in a foreign country easier. The further purpose could be to facilitate free movement across the different countries and work abroad. Accord-

ing to the issue of integrated education, flexibility and mobility are essential for the unified European Union labor market.

We think that the Bologna System should be improved so that its basic values could spread in Europe.

VIVIEN ALEXY & LILLA DOBOS

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# “Stepping up Study and Internship Abroad”

## The Bologna Process in Denmark

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**Tove Heidemann**

PhD., Head of International Relations,  
University College South Denmark,  
Campus Haderslev

### ABSTRACT

The Danish Ministry of Education has reacted rapidly about the Bologna-Process and the aim to have 20% of all students mobile in 2020. With the help of a group of experts it has worked on a strategy to improve outgoing mobility. The main tool is a ‘development contract’ between each institution and the ministry where globalization plays a major role. Among others, the ministry has launched various initiatives to boost mobility. As this pressure is raising, the international coordinator becomes a key figure in the development of institutions.

Le ministère danois de l’Éducation a réagi rapidement au processus de Bologne exige 20% la mobilité des étudiants d’ici à 2020. Avec l’aide d’un groupe d’experts a élaboré une stratégie pour la mobilité des étudiants sortants. L’outil principal est un contrat de développement entre chaque institution et le ministère dans lequel la mondialisation joue un rôle majeur. En outre, le ministère a lancé plusieurs initiatives visant à promouvoir la mobilité des étudiants sortants. Avec l’augmentation de la pression, le coordinateur international a un rôle clé dans le développement des institutions.

In October 2008 the Danish Ministry of Education invited a small group of experts from university colleges and vocational academies.

Their task was to design a national strategy on internationalization. Or to be more specific: on outgoing student mobility. The incentive was the Bologna Agreement expressed in Leuven and Louvain-la-Neuve in spring 2009 claiming that in 2010 20% of all students in higher education shall undertake a study period or an internship in another country. The Ministry of Education indeed reacted very fast on this challenge.

The group of experts succeeded in changing the title of the report from “Strategy

on Internationalization” to “Stepping up Study and Internship Abroad” thereby stressing that outgoing mobility is just a part of internationalization.

The strategy is meant to be a tool for strategic planning of outgoing mobility at the university colleges.

No doubt that an extra effort is needed. Statistics made by the national agency has shown that the university colleges and the vocational academies are still lacking behind the performance at the universities. In 2007/08 only 7,6% of the students at university colleges had had a stay abroad during their studies. At the universities almost 30% had been out.

The EC Commission’s green paper on mobility has proved a change of the mobility pattern in Europe: fewer students from the northern part of Europe undertake a study period or an internship abroad whereas in Southern and Eastern Europe the students’ interests are rapidly increasing. It is quite hard to maintain the original idea (or illusion) of student exchanges with such unequal figures.

For our own part – University College South Denmark – outgoing mobility for study reasons is almost none existing, out of 7000 students less than 10 undertook an Erasmus study period at another university. The number of students carrying out a internship in another country is

higher though, but not at all satisfying.

### Barriers

Several barriers for outgoing mobility have been identified at national and institutional level.

- Higher education in Denmark is free of charge. The state pays all expenses for each student admitted at a study. This goes as well for incoming students from an EU country. This makes it profitable for the university colleges to attract foreign students. However, if a student leaves the Danish study for several months the institution will lose the national funding.
- The employers, like schools, kindergartens, hospitals or social institutions, do not ask their applicants for international experience or competencies like they do in private enterprises.
- Some of the studies (i.e. teacher education) are very strictly regulated as results of harsh negotiations between the political parties.
- However, traditions might be even more decisive. The educational culture at the welfare studies is in general national orientated. A recent study has shown that 61% of all teachers at university colleges and vocational academies have no experience on international activities and that 25% of them explicitly warn their students against leaving their studies for a period abroad. Study leaders might also find it troublesome to organize the studies to allow for international activities.

### Incentives

At national level a push towards increasing internationalization was initiated with the Government's general strategy on globalization in 2006. In 2008 a law on vocational academies and university colleges was launched.

The institutions then became obliged to organize the studies so that it was possible to the students to undertake parts of their studies abroad within the normal period of study and to state it clearly in their marketing.

The law also encouraged the institutions to establish joint programmes and joint degrees with partner institutions. During the last two years initiatives to develop joint studies have been financially supported.

The strategy summarizes the initiatives: Today each institution enters into a development contract with the Ministry of Education running for four years.

The contracts consist of the following elements:

- Main objectives defining the overall political objectives
- Demands for achievements stating what the institutions will do specifically to meet the main objectives
- Indicators stating how the institutions will assess their progress in numbers

### Milestones

The internationalization part of the contract is quite extensive. Some indicators are compulsory, some might be chosen by the institutions:

- Number of ingoing and outgoing students
- Number of ingoing and outgoing teachers
- Number of study programmes offered in English
- Share of international research and development projects
- Number of teachers involved in development projects
- Number of teachers taking part in language courses
- Number of articles in other languages written by teachers

We have been arguing with the civil servants of the Ministry on which kind of stays abroad may be counted. For the moment only stays over two weeks' duration are to be registered. At UC South Denmark we only have few teachers – if any – who spend two weeks abroad, not even for an Erasmus IP. Usually the course is shared between two teachers. We also think that short terms stays like international weeks, summer camps, and study visits bring about international experience and that the numbers of students and teachers participating should be counted and thereby made visible.

After four years each institution submits an evaluation/an assessment of whether the numbers have been reached. If not you'll be asked for an explanation.

The development contract will surely become an efficient tool for internationalization. The results published will clearly

show which institutions are successful concerning internationalization – especially in terms of mobility – and which are not.

The Ministry will also launch an international certificate of competence which will form a part of the students' final diploma describing the international activities the student has undertaken and the professional, personal, and social competences he or she has achieved. Hopefully this certificate can also be a tool for raising the employers' awareness of the value of international competences.

The latest initiative was launched in July 2010 offering a new national programme for cooperation with USA and Canada. Students can apply for grants for study periods or internships abroad and members of staff for visits to prepare students exchanges and new projects.

From August 2010 teacher students can choose English as their first main subject in their 1st and 2nd year of study. We believe this will raise the number of students undertaking a stay abroad in their 2nd year.

To sum up: there is pressure from side of the Government and the ministry on the institutions to live up to the Bologna process.

At the university colleges managements and boards are requested to deliver results in terms of numbers.

The strategy has been sent to all institutions in Danish and English version together with a letter stressing that they are supposed to live up to the 20% request by 2020.

No doubt that the Bologna process is a valuable vehicle for the internationalization process and thereby an important tool for international officers and coordinators. Quite suddenly they have become key persons in the development of the organizations.

However, by stressing outgoing mobility and the demand for fulfilling the aim of 20% in 2020 we tend to forget the 80% of the students who will not undertake a stay abroad.

There is a risk that you will focus on

activities that can be counted and acknowledged according to the development contract and not on what will be hidden in darkness.

We believe that all students deserve and need international experience. This is why we welcome incoming students both for full-time studies, for Erasmus courses and for short courses. They should be mixed with our own students to force them to speak English or German and to give them opportunities to create friendships and networks. Incoming guest teachers add other approaches and perspectives to well known educational practice and are therefore also very much appreciated. An Erasmus guest teacher teaching just five lessons might get in touch with up to a hundred students.

We encourage teachers to go abroad also for short term stays, study visits and planning meetings. We have observed how fruitful it is for teachers to establish professional contacts with colleagues in other countries. We try to avoid that international activities are restricted to just a few teachers, but that as many as possible become involved.

We would like to develop an international learning environment where international dimensions in teaching and learning permeate the day-to-day life. There is still room for improvement.

TOVE HEIDEMANN

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# O Processo de Bolonha

## Enquadramento sociopolítico



**George Camacho**  
Instituto Politécnico de Santarém  
Escola Superior  
de Educação de Santarém

### ABSTRACT

This text is about the Bologna Process implementation in a Portuguese institution of higher education. The Santarém Higher School of Education is an initial training institution integrated in Santarém Polytechnic Institute and made the adaptation of its study plans in 2006. In the year 2009, we had a first evaluation of the Bologna Process implementation and the results gave several points to reflect upon. The theoretical references of this process, the practice of its implementation and the perceptions of the first results, in the point of view of different actors involved, presents some divergences.

Le texte c'est sur l'implémentation du Procès de Bologne dans une institution d'enseignement supérieur portugaise. L'École Supérieur d'Éducation de Santarém c'est un établissement de formation intégré dans l'Institute Polytechnique de Santarém et a fait l'adaptation de ses plans d'études en 2006. L'année 2009, c'était fait une première évaluation de l'implémentation du Procès de Bologne et les résultats donnent quelques points de réflexion. Les références théoriques de ce procès, la pratique de sa implémentation et la perception des premières résultats dans la perspective des différents acteurs présentent quelques divergences.

O Processo de Bolonha, cujas origens remontam à Convenção de Lisboa (1997), desenvolveu-se muito rapidamente e, neste momento, está implementado em 47 países europeus. A assinatura da Declaração da Sorbonne, em 1998, pelos Ministros do Ensino Superior de 4 países (França; Alemanha; Itália e Reino Unido) e, em 1999, a assinatura da Declaração de Bolonha, pelos ministros de 29 países europeus, constituem os marcos de referência para o início formal deste processo. Desde então, o processo conheceu vários desenvolvimentos ao longo das conferências de Ministros do Ensino Superior (Praga 2001; Berlim 2003; Bergen 2005; Londres 2007; Leuven 2009; Viena/

Budapeste 2010) que o foram tornando mais abrangente, mais profundo e mais operacional.

A criação de um Espaço Europeu de Ensino Superior surge assim não apenas como um repto interno que, no caso dos estados membros da União Europeia, resulta da própria dinâmica de desenvolvimento socioeconómico e do aprofundamento da dimensão e cidadania europeia, mas é também como um imperativo externo resultante das dinâmicas associadas à globalização e à afirmação da sociedade do conhecimento. A Europa em geral e a União Europeia em particular, quer a nível político quer a nível socioeconómico,

enfrentam o desafio da competitividade, da atractividade e dos índices de crescimento e desenvolvimento de outras regiões do globo. Neste contexto, a Europa, por um lado, tem necessidade de criar mecanismos de cooperação e de mobilidade interna que potenciem sinergias, tendo em conta os recursos humanos e materiais existentes, e, por outro lado, tem de tornar-se num território com capacidade de atracção ao nível da investigação e do ensino superior, procurando competir no espaço internacional através da qualidade, da criatividade e da sua capacidade empreendedora.

Tendo em consideração este contexto

sociopolítico, a implementação do Processo de Bolonha implicou a adopção de um conjunto de medidas e a criação de um conjunto de instrumentos comuns, em todos os estados aderentes. Houve a necessidade de, entre outros aspectos:

- reestruturar o ensino superior, adoptando um sistema de 3 ciclos (licenciatura; mestrado e doutoramento) com durações equivalentes;
- criar mecanismos de comparabilidade e de reconhecimento recíproco dos estudos e dos diplomas. Em algumas áreas, o Projecto Tuning ajudou na definição dos respectivos perfis;
- assegurar padrões de qualidade comuns e sistemas de acreditação, tendo em consideração, nomeadamente, as referências de organismos europeus como a ENQA;
- mudar o paradigma de ensino-aprendizagem passando-se para um sistema mais centrado no aluno e na valorização das competências, para o qual os Descritores de Dublin constituíram uma referência;
- valorizar um processo contínuo de aprendizagem ao longo da vida (Lifelong Learning Policy and Programme).
- definir um conjunto de instrumentos que suportem a mobilidade (E.C.T.S.; Suplemento ao Diploma; acordos bilaterais; entre outros de natureza mais operacional).

### **A implementação do Processo de Bolonha na ESES**

Em Portugal, é a partir de 2004 que o Processo de Bolonha começa a adquirir visibilidade quer em termos sociais quer em termos institucionais. De facto, é a partir deste ano que a constituição de vários grupos de trabalho, nomeadamente os que foram constituídos por iniciativa governamental, começa a permitir o aparecimento de documentos e de propostas de reestruturação do ensino superior português que lançaram o debate e a reflexão na sociedade portuguesa em geral e nas instituições do ensino superior em particular. A partir de 2005, o Governo Português começa a publicar legislação específica nomeadamente sobre os princípios reguladores de instrumentos para a criação do espaço europeu de ensino superior (a introdução de ECTS; escala europeia de comparabilidade de classificações; contrato de estudos; boletim de registo académico; suplemento ao diploma) e, em 2006, sobre

o regime jurídico de graus e diplomas académicos já adaptados ao Processo de Bolonha. Nos anos subsequentes, o governo foi publicando legislação sobre diversos aspectos nomeadamente sobre as questões específicas da qualidade e da acreditação das instituições.

Uma das questões que tem estado sempre em debate mas sobre a qual ainda não houve um consenso, a nível nacional, é a da consolidação da oferta formativa. O país oferece, no conjunto dos dois subsistemas do ensino superior – politécnico e universitário – mais de 1000 titulações, o que é manifestamente exagerado. Existe a consciência de que há titulações com a mesma designação e que correspondem a perfis distintos e, também, que existem perfis idênticos em titulações com designações diferentes. Esta situação, cujas razões são múltiplas e, evidentemente, nem sempre de natureza académica, é altamente desvantajosa não só para os estudantes, como também para o mercado de trabalho. Naturalmente que constitui também um obstáculo à mobilidade e à cooperação a nível europeu.

A ESES – Escola Superior de Educação de Santarém, integrada no Instituto Politécnico de Santarém, acompanhou, desde o início, a implementação do Processo de Bolonha em Portugal, tendo sido constituídas equipas de trabalho à medida que os grupos nacionais foram publicando propostas para debate e o governo foi publicando legislação. Aquelas equipas de trabalho, nomeadamente as que reflectiram sobre as propostas de reestruturação dos planos de estudos existentes e sobre a criação de novos planos de estudos para outras formações, assim como a que se debruçou sobre a atribuição dos ECTS às várias unidades curriculares, fundamentaram sempre as suas propostas nos suportes teóricos e legislativos existentes e procuraram envolver todos os actores implicados, nomeadamente os estudantes; os professores e os funcionários não docentes. Naturalmente que dos debates havidos e das dinâmicas institucionais existentes, o resultado final nem sempre foi o teoricamente expectável mas sim o que, naquele momento, melhor reflectia os interesses de todos os envolvidos, o que é natural no quadro da vida das instituições.

Passados 3 anos, em 2009, e estando em

fase de conclusão as primeiras licenciaturas que tiveram todo o seu plano de estudos já adaptado ao Processo de Bolonha, impunha-se fazer uma avaliação das práticas desenvolvidas e dos resultados obtidos. Para tal foram feitas entrevistas aos coordenadores de cada formação e foram feitos inquéritos por questionário aos professores das diversas unidades curriculares e aos estudantes, com base em amostras representativas de mais de 50% de cada corpo.

Das análises feitas importa destacar que, em ambos os corpos, de um modo geral, existe um sentimento de satisfação quanto às alterações introduzidas com a implementação do Processo de Bolonha e quanto aos resultados obtidos. Assim, as análises permitem destacar que:

- houve uma mudança de metodologias de trabalho, incrementando-se o trabalho colaborativo e de pesquisa individual e em grupos;
- registou-se um reforço de competências transversais, nomeadamente de natureza investigativa e relacional;
- desenvolveram-se mais competências extracurriculares ao nível da dimensão pessoal, social, ética e cultural;
- registou-se um maior equilíbrio entre as horas de contacto, horas de trabalho autónomo, a componente prática e a componente de projecto/estágio que passou a ser central e integradora da formação;
- aumentaram as medidas de apoio ao sucesso educativo, nomeadamente através das horas de tutoria, das plataformas de ensino à distância, da construção de portefólios com avaliação reflexiva;
- melhorou o estímulo à inserção profissional, por exemplo, através da organização de estágios em locais mais diversificados; através da oferta de algumas opções que permitem definir um percurso de formação mais personalizado

### **Reflexões finais**

Apesar do grau de satisfação com a implementação do Processo de Bolonha, que esta avaliação dos 3 primeiros anos demonstra e que, de facto, revela mudanças metodológicas e institucionais importantes, ainda há aspectos que subsistem e que merecem uma reflexão de modo a que se possam introduzir alterações no sentido de uma maior convergência e de uma maior internacionalização. Um desses aspectos

é o perfil de competências académicas e profissionais que caracteriza cada uma das ofertas formativas. Deste debate sairão propostas de alteração com implicações a vários níveis, por exemplo, na atribuição dos ECTS a cada uma das unidades curriculares e nas ofertas de unidades curriculares opcionais. Um outro aspecto prende-se com o aprofundamento da internacionalização da instituição e de cada uma das suas formações o que terá implicações quer no apoio à educação linguística quer no estabelecimento de parcerias que promovam o desenvolvimento de projectos conjuntos e que incrementem a mobilidade e a cooperação a nível do Espaço Europeu de Ensino Superior.

A implementação do Processo de Bolonha trouxe muitos desafios e grandes oportunidades mas também muitas resistências à mudança. É importante que cada instituição tenha muito bem definido os objectivos que quer alcançar e que reconheça as suas dinâmicas internas não como um problema mas como um desafio a ter em conta na prossecução daqueles objectivos. Assim, a avaliação regular dos processos e dos resultados são um procedimento fundamental na estratégia institucional.

GEORGE CAMACHO

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# The Student Mirror

## Qualities and Shortcomings of Norwegian Schools



**Monika Rötthle**

Associate professor  
Faculty of Arts and Education,  
University of Stavanger

### ABSTRACT

In the fairytale Snowwhite the Queen possesses a magic mirror, to whom she often asks: "mirror mirror on the wall, who in the land is fairest of all". As a teacher I had the pleasure to read the assignments from 12 students, in which they describe and reflect on their experiences during 5 weeks practice in Norwegian schools. The students were free to choose the topic and area of interest. These assignments mirrored the native school culture to me. But this mirror does not answer the question "who is the fairest of all"? If you look for this kind of answer you should look elsewhere (f x PISA). In this article I would like to suggest what this student mirror may tell about qualities and shortcomings of Norwegian schools.

Dans Blanche-Neige et les sept nains, la reine demande régulièrement à son miroir: "Miroir, miroir, dis-moi qui est la plus belle". En tant qu'enseignante chargée d'étudiants Erasmus, j'ai eu le plaisir de lire les rapports de 12 étudiants, dans lesquels ils font part de leurs réflexions sur les expériences accumulées au cours de leurs 5 semaines de stage dans une école norvégienne. Les étudiants étaient libres de choisir les thèmes à aborder. A bien des égards, ces rapports me semblent constituer un miroir de leur culture scolaire. Dans cet article, je présenterai ce que ces "étudiants miroirs" peuvent nous dire des forces et des faiblesses de l'école norvégienne.

### Cultural Enrichment by Music and Drama

According to the student reports, the life in primary schools seems to be immersed with singing, music and drama events. Students report about musical performances from bands coming to the schools playing Latin American, Norwe-

gian Folk and Arab music. The class also attends a concert and dance performance in town. The school had a stage which was frequently used for developing pupils' dramatic play. The student writes: "A striking discovery for me was a theatre play a class of 7th grade put on stage without any real help from the teachers during the invention and preparation. It was amazing to notice, how well organized they were, each of them knowing exactly what to do and the show of one hour was well constructed (...). Several days later, during a mid break, I saw ten girls of 5th grade rehearsing a quite difficult choreography on a fast song. They were working alone, giving themselves some advice to

improve their movements and gestures. All that rigor and self-confidence they had in each other really touched me, and after reflection, I really realized all the capacities the pupils have."

Another student reports about the importance of music in a first grade. The six year old pupils sang in almost all subjects. In mathematics they were singing songs to learn numbers, the English lessons were based on song to teach the vocabulary and physical education included elements of music to movement. Songs were also used as a starting ritual in the morning and at lunch time. The class visited a concert and rehearsed local and national songs. All kinds of songs were used and not only





during music hours. The teacher emphasized to teach pupils a broad repertoire of songs, while the way children were singing seemed to be less important. The student writes “The teacher does not pay attention to how the pupils sing. If the intonation is wrong or the rhythm is not right it does not matter. Moreover, their posture is not important. Some children are half lying on the table. (...) All the observations led me to the Norwegian curriculum. Indeed, I was surprised how detailed it was about making music, composition and listening. But there are no competence aims after the first year. That is why the teachers are freer to decide what competencies they want the children to develop and how”. It was encouraging to recognize that several students commented on the visibility of music and drama in schools, since the Core Curriculum explicit addresses the education of the “creative human being” (Ministry of Education, 1997). This part of the formal curriculum seems to be a part of these pupils’ experiential cur-

riculum (Goodlad, 1997). Even though the latest curriculum reform follows the international trend of increased focus on the promotion of knowledge and basic skills through outcome-based learning, the Norwegian Government also has implemented a large cultural program for art and culture provided by professionals (musicians, artists etc) in schools. This program, labeled “The Cultural Rucksack”, shall enable pupils from primary to secondary level to enjoy artistic and cultural productions at school. According to these student reports, this cultural dimension is well taken care of in Norwegian schools. It looks like our schools manage to integrate different forms of cultural expressions with their own efforts to attain diverse learning goals.

#### **Lack of variety in teaching methods**

Several students made remarks on the frequent use of frontal teaching, which means pupils sitting in rows listening to a teacher standing in front of them. This feedback was given on the teaching at university as well as in primary/lower secondary schools. One student describes

a quite repetitive way of teaching songs. “According to my observation, Norwegian children always learn a song in the same way: they repeat sentence by sentence after the teacher. In Switzerland the teachers use different ways of teaching. For instance, they put a CD with the song during the welcome time so the children have it in mind, or they sing the song one time and ask what the song is about, or show images of the songs and ask what could be the song about, or put keywords on the blackboard and the children try to remember what the song is about.” Another student misses more detailed methods of teaching reading literacy, in terms of improving the pupil’s understanding and reflecting on written texts. She observed a Norwegian teacher, whose main goal was to inspire his pupils to find joy in reading. The reading lesson in this 5th grade often started with the teacher reading a piece, before the pupils read one by one for the class. Then they answered questions in their writing book, questions from the text. In the case of long texts the pupils got the rest as homework. The student made some critical comments to this teaching: “The problem for me here is that they are following the “TUBA LUBA” textbook, the questions are usually on the first level of understanding (recapitulation) which does not develop the reading skill sufficiently for deeper understanding of literature. The pupils are good readers, they read fluently and

correctly. They also have a lot of books in the classroom which they can use freely. (...) What I find like a major problem in literacy education in this class (for general information I do not have enough information) is the lack of methods about how to work with texts more actively. From deeper questions like in “SAFARI” textbook: discussions, evaluation, reflecting, talking together about their personal experiences to using methods like RWCT (with Reading and Writing to Critical Thinking) or drama education.”

These description of the dominant role of frontal teaching and conform teaching methods seems contradictive to the students’ rich descriptions of regular outdoor activities, visits at museums and the above mentioned cultural activities in Norwegian schools. There seems to be a tension between a wide approach to learning outside the classroom and a narrow approach to teaching inside the classroom, which might be interpreted as a specific attitude to pupils’ learning including formal as well as informal learning activities. If we follow this line, we might describe Norwegian teachers as open minded in regard to use multiple possibilities for informal and formal learning as part of their teaching outside the class room, but more restricted in regard to using a variety of teaching methods during their subject lessons inside the class room.

Does the suggested interpretation based on a small selection of student reports give a reliable picture of teaching and learning in Norwegian schools? Of course it is not a systematic survey like THE EDUCATION MIRROR 2008, published by the Norwegian Directorate for Education and Training. The student reports reflect only a small number of randomly chosen schools. But the content of these assignments is based on observations and comments made by skilled student teachers. Thus, the student reports offer tentative case studies, which can make visible some elements in the native pedagogy. Reading them functioned as a mirror to me. They increased my curiosity on educational practices abroad. Now I wonder: How does teacher education in other European countries make their students familiar with a wide range of teaching methods? I am deeply grateful to all Erasmus students who have been generously sharing professional reflections in their assignments.

MONIKA RÖTHLE

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# A Comparative Study Between Flemish and Norwegian Kindergarten Teachers



**Karen Leclercq**  
BA kindergarten teacher  
UCArtevelde,  
MA in early childhood  
at the University of Stavanger.  
Currently Karen is working as a  
kindergarten teacher in Norway

The topic of my master thesis (Leclercq, 2010) was chosen based on my own experiences when discovering a culture different from my own. In 2007, I participated in an exchange through the Erasmus program and as a Belgian student I discovered the Norwegian kindergartens with the Comparative Educational Studies at the University of Stavanger. This experience made me question my own culture and the Flemish kindergartens. I became interested in the differences in early childhood education in different cultures and this led to the main research question of my thesis: what are the differences in focus for an activity on numeracy between kindergartens in a social-oriented versus

## ABSTRACT

For my thesis I have worked on a comparative study between teachers in Flemish and in Norwegian pre-schools. In these two countries I have been able to observe and film an activity based on name-plays. This was then analyzed and discussed. Flemish teachers use mathematics in activities started by adults, and they describe these activities as "learning activities". In Norway, however, mathematics is being applied in a more every-day perspective, and described as a play. These activities were analyzed according to seven categories: staff member name, organization, contents, focus on the child, communication, relationships and flexibility. In the thesis the use of other methods is encouraged, specifically the balance between activities started up by adults and those taken up on initiative of the child.

Les enseignants de maternelle flamande utilisent principalement les mathématiques dans des activités initiées par des adultes et ils décrivent les mathématiques comme «apprentissage». Les enseignants de maternelle norvégienne par contre utilisent les mathématiques dans la vie quotidienne, dans des activités où les enfants prennent l'initiative et dans des activités initiées par des adultes, et ils décrivent les mathématiques comme «un jeu». Les activités furent analysées dans les sept catégories: nombre de personnel, organisation, contenu, accent mis sur les enfants, communication, relations et flexibilité. Dans l'étude la sensibilisation pour d'autres méthodes d'enseignement est encouragée, en particulier l'intérêt pour l'équilibre entre les activités initiées par des adultes et celles initiées par des enfants.

a preschool-oriented approach? Although there are variations between the different kindergartens of a particular country, based on OECD (2006) the Flemish kindergartens mainly use a preschool-oriented approach, while the Norwegian kindergartens can be categorized in the social-oriented approach. Therefore I compared the activities of 2 Flemish kindergarten teachers to the activities of 2 Norwegian kindergarten teachers. In each country, a kindergarten teacher showed an

activity with children at the age of 3, while the activity with the other kindergarten teacher was with children at the age of 5. Afterwards they were interviewed. The observed and videotaped activities were used during the interviews, similar to the research of Jacobs and Morita (2002). During the interviews, they watched and reflected on the activity of the kindergarten teacher of the same age-group in the other country. The data exist of 4 observed activities and 4 interviews. The

observed activities varied from a soccer game to snack time. It was very important as well as challenging to describe the differences between the observed activities. Since I have worked in kindergartens of both countries, I knew how different they are. However, I found it hard to describe the actual differences of kindergartens in Flanders versus Norway. To accurately analyze the results, I focused on the following aspects: staff size, organization, content, focus of the children, communication, relations and flexibility. The Flemish kindergarten teachers worked by themselves, whereas the Norwegian kindergarten teachers were supported by 2 assistants. This affected the organization. The Flemish kindergarten teachers worked with the whole group at once. When I observed the Norwegian kindergarten teachers, only a third of the group of children was present, the other children were in other rooms with the assistants. This difference in staff and organization of the children affected the activity and affected the other discussed categories like the focus of the children and relations.

Even though the study performed in my master thesis can be considered as a small project, several conclusions can be drawn. The focus of the Flemish and the Norwegian kindergarten teachers participating in this study was remarkably different. The Flemish kindergarten teachers used mathematics mainly in adult-initiated activities and they described mathematics as 'learning'. The Norwegian kindergarten teachers used mathematics in everyday situations, where both child-initiated and adult-initiated activities can happen, and they described mathematics as 'playing'. Is the choice of the word 'learning' connected with adult-initiated activities? Does this mean that adult-initiated activities are not conceived as 'play' by the Flemish kindergarten teachers? And is it possible for them to conceive child-initiated activities as 'learning'? On the other hand, are Norwegian kindergarten teachers comfortable with 'learning' in either child- or adult-initiated activities?

Based on the work of Grove (2006) and van der Sandt (2007), I characterized the style of the Flemish kindergarten teachers observed in the study of this thesis as most closely related to both a content-focused style with an emphasis on performance

and as a classroom-focused style. Their focus was mainly on the performance of the children. The educational method of the observed Norwegian kindergarten teachers showed characteristics of a learner-focused style, where the focus mainly was on motivating the children. An important aspect of the classroom-focused style is that a learner's academic success is thought to depend on his effort while the learner-focused style states that the learner's success is thought to depend on his natural ability. Another important difference between the two styles is their typical sequence of learning activities. In the classroom-focused style, a lengthy private opportunity to attain content mastery precedes public demonstration. In the learner-focused style, public trial-and-error demonstration often precedes any private opportunity for content acquisition.

In this thesis, the focus of the activities was on numeracy and mathematics. Therefore the use of mathematics is also discussed. The acquisition of a conscious attitude can also help to increase the use of mathematics in everyday situations. Since Anderson and colleagues (2008) have shown that children already use a lot of mathematics throughout the day, a kindergarten teacher can provide a stimulating environment if she is attentive to the mathematics that the children already use. By using mathematics throughout the day, this will become a natural way of thinking for both children and staff members. When this happens, it might become something more than goals that need to be fulfilled. Mathematics in everyday situations can stimulate problem solving in a creative way.

I hope that my study can help to raise awareness amongst kindergarten teachers, not only in Flanders and Norway but in all countries that offer early childhood education. When being aware of your actions and your role model, it is for example possible to strengthen elements like child-initiated actions, which are highly valued in the Norwegian framework (Ministry of Education and Research, 2006). This approach should be used more in a Flemish kindergarten to achieve more active participation of the children. This, in turn, can probably strengthen the child in his/her positive attitude, which is the core value of the Flemish framework (Vlaams Verbond van het Katholiek Basisonderwijs, 2002). Studies of young children and their use of mathematics also show that child-initiated actions are valuable teachable moments if the kindergarten teacher is capable of seeing these actions and supports the children to develop their skills (Ginsburg & Ertle, 2008; Anderson, Anderson & Thauberger, 2008; Clements, Sarama & DiBiase, 2004). I do not suggest that adult-initiated actions should not happen, but a balance should be attained. Adult-initiated actions are encouraged by Tudge, Li and Stanley (2008). Their study shows that young children are dependent

on adults to gain certain skills and a delicate balance between child-initiated and adult-initiated actions should be the aim for kindergarten teachers.

This comparative study of early childhood education in Flanders versus Norway showed that the educational methods, including instructional styles and the organization of the activities, were significantly different. Finally, before changes are made, awareness is of utmost importance to realize what is already done and to evaluate if the proposed actions will be positive or negative for the children. Positive actions can improve even more when awareness is present, while negative actions can be discussed and reflected on. Comparative studies like this can contribute to a better knowledge on similarities and differences of education, and it can result in the implementation of positive aspects of alternative methods in the own educational work.

KAREN LECLERCQ

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# Snoezelen

## A Multisensory Communication Room

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**Candelaria Imbernón**

Professor at Speech-Language and Hearing Department La Salle Centro Universitario

### ABSTRACT

Within the context of the International Week that took place at La Salle Centro Universitario, a workshop about the Communication in the Snoezelen environment was carried out at the Multisensory room of the University.

The aim of this workshop was to provide the students of the International Week with an updated knowledge of the different therapeutic uses of the Snoezelen room, as well as the possibility of having a personal experience of relaxation and communication through the senses with their partners.

Dans le cadre de la Semaine Internationale qui a eu lieu au 'Centro Universitario La Salle', Madrid, un atelier sur la communication dans l'environnement Snoezelen a été effectué à la salle Multisensorielle de l'Université.

L'objectif de cet atelier était de fournir aux étudiants de la Semaine Internationale une connaissance actualisée des différentes utilisations thérapeutiques de la salle 'Snoezelen'. Il leur a également donné la possibilité de vivre une expérience personnelle de détente et de la communication au travers des sens et avec leurs partenaires.

En el contexto de la Semana Internacional celebrada en La Salle Centro Universitario, se ha llevado a cabo un taller sobre La Comunicación en el entorno Snoezelen en el aula multisensorial del centro universitario.

El objetivo de este taller ha sido proporcionar a los alumnos de la Semana Internacional un conocimiento actualizado sobre las distintas aplicaciones terapéuticas de la sala Snoezelen, así como la posibilidad de tener una experiencia personal de relajación y comunicación con los compañeros a través de los sentidos.

La palabra Snoezelen es una contracción de palabras holandesas "Snuffelen" y "Doezelen" que significan "impregnarse"

y "soñar"; hace referencia al placer y bienestar que crea la somnolencia. Se ha definido como el despertar de los sentidos a través experiencias sensoriales agradables, generadas en una atmósfera de confianza y relajación. Estas experiencias tratan de estimular los sentidos primarios, sin necesidad de que haya una actividad intelectual elaborada.

El diseño y desarrollo de estos entornos procede de los Institutos holandeses de Haerendaal, Hartenberg y Piussoord, y, actualmente, está extendido por todos los países desarrollados. Es considerado como un recurso básico de terapia para las personas con discapacidad. Desde su origen se ha convertido en otra forma de

intervenir mediante la que se consiguen evoluciones altamente positivas, a través de la relajación y de la estimulación multisensorial. Nació del reconocimiento de que las personas con discapacidades profundas interactuaban con su medio de manera primaria, a través de los sentidos y el movimiento.

Este concepto se basa en cuatro pilares básicamente:

- Ocio y disfrute del usuario
- Estimulación sensorial
- Relajación
- Atención individualizada

Los beneficios de la intervención pueden apreciarse en todas las personas, aunque



los resultados de su aplicación en personas con discapacidad psíquica, física, sensorial visual-auditiva, personas mayores, o con problemas de estrés, son los que están poniendo de manifiesto su eficacia. La mayor parte de salas se instalan en colegios de educación especial, educación infantil, pero también las podemos encontrar en servicios de geriatría, residencias de personas mayores e incluso en hogares y zonas de descanso en espacios públicos. En al aula se realiza un trabajo a dos niveles:

uno a nivel más corporal (placer sensoriomotor, estimulación vestibular, el movimiento) y otro en relación a potenciar aspectos cognitivo-ejecutivos (capacidad de exploración, respuesta de orientación, atención, percepción, orientación personal, memoria, formulación y validación de hipótesis, estado psicoafectivo, rasgos de personalidad).

Lo atractivo de los estímulos, visuales, táctiles o auditivos, hace que el trabajo resulte más ameno para el usuario, con lo que el grado de motivación hacia el aprendizaje de nuevos conceptos es mayor que por los medios tradicionales de papel y lápiz, y como la motivación es mayor, el aprendizaje de nuevos patrones de actuación también será más sólido y resistente al olvido.

Para ello, hay elementos que configuran un ambiente de relajación e impregnación que son básicamente pasivos. Uno de los principales de este tipo es la cama de agua que permite el abandono de la persona

a distintas sensaciones. La satisfacción resultante conduce a múltiples comportamientos deseables, desde la ausencia de presiones y angustias, a una predisposición a relacionarse con quien acompaña, pasando por un estado de reposo que afecta muy positivamente al tono muscular. Esta sensación se refuerza con los elementos visuales como los proyectores de imágenes, el haz de fibras ópticas; auditivos a través de la música suave; y táctiles mediante sistemas de vibromasaje y la piscina de bolas. Todo ello facilita que el usuario se sumerja dentro de una atmósfera de seguridad y calma, acariciado y estimulado por los efectos sensoriales, ayudado de la aportación de un educador o asistente sensible y comunicativo.

Por otra parte, hay otro tipo de elementos que contribuyen a crear un entorno interactivo, al permitir la participación del usuario en el aprendizaje y ayudarlo a tomar conciencia de su capacidad de actuar sobre el medio (relación de causa y efecto). Entre los aparatos interactivos podemos encontrar el tubo de burbujas accionado con pulsadores con los que cambiar los colores.

Esto convierte la sala multisensorial en un entorno de investigación activa. Los aspectos que favorece son:

- La conducta exploratoria y la capacidad de respuesta de las personas ante estímulos ambientales, lo que garantiza un aumento del nivel general de activación, la disposición a estar receptivo con el medio y preparado para responder.

- La formación del concepto de uno mismo no sólo como paciente sino también como agente: paciente en el sentido de dejarse hacer, que el medio actúe en la persona y como agente, ya que al ser percibido como integrante del medio le damos la posibilidad de manipularlo, de cambiarlo y de participar de él, no sólo de vivirlo.

- La mejora del estado de ánimo. Este contexto de estimulación controlado y adaptado a las necesidades de los usuarios permite desarrollar un concepto más positivo de sí mismo, ese “soy capaz de...” en lugar del “no puedo...”, pilar fundamental para la formación individual de la personalidad.

En resumen, el aula de comunicación del CSEU La Salle, basado en el concepto Snoezelen, ofrece un ambiente de calma y seguridad, a partir de una iluminación difusa y música suave que estimula los sentidos y produce sensaciones de bienestar. La finalidad de este aula es que los alumnos de los estudios de educación, salud y social adquieran los conocimientos de sus aplicaciones de una forma práctica, que les permita aproximarse mejor a su futuro desempeño laboral.

CANDELARIA IMBERNÓN





# Silver Strikes Gold

## On how Research and Student Mobility can Benefit Each Other



**Pedro De Bruyckere**  
Coordinator  
of the Comenius Project Silver  
University College Artevelde

### ABSTRACT

In this paper we want to describe how in the Comenius Project SILVER (Sounds identifying learners' values in Europe) 2 lines were combined. During this 2-year project, a new didactical approach was tested and researched both in a local setting and during an intensive 3-week lasting student mobility. The basis of the approach is discussing given values inside the classroom based on music chosen by the pupils themselves. This program will result in a one-week course about the new didactical approach based on both the research and the experiences during the student mobility. The blueprint of this project has shown great advantages to both mobility as innovation and can inspire new projects.

Dans ce document, nous voulons décrire comment au sein du projet Comenius SILVER deux lignes ont été combinées. Durant ce projet, qui a duré deux ans, une nouvelle approche didactique a été testée et analysée dans le cadre d'un contexte local et lors d'un projet d'échange de trois semaines. La base de cette approche consiste en une discussion à propos des valeurs en classe en analysant les musiques choisies par les élèves eux-mêmes. Le résultat de ce programme sera un cours d'une semaine à propos de la nouvelle approche didactique et basé sur les recherches et les expériences pratiquées lors des échanges. L'architecture de ce projet a montré de nombreux avantages et pourrait inspirer d'autres projets.

A four-week student mobility period with a week of local preparation, research by a multidisciplinary team that combined sociology, language research, educational sciences and philosophy and a whole lot of music, are the main ingredients of the Comenius Project Silver. Silver is the acronym for Sounds Identifying Learner's Values in Europe. This Comenius project is funded with support of the European Commission: 141858-2008-LLP-BE-COMENIUS-CMP

In this article we want to discuss why our approach can be a blueprint for future projects, inspired by both the rave reviews we received by the participating students

as the interesting results of combining student mobility and research.

### Combining research and student mobility

The main idea of Silver was to develop a new didactical approach of using music to discuss values inside the classroom and to test drive this approach in different settings in the participating countries, Belgium, Estonia, Slovenia, Sweden and Turkey. While testing the approach, research would be conducted to measure the effect of the approach within different target groups.

### The approach

Music is one of the most important means of identity building of young people around the world. Every song has a meaning to the listener and every tune has a value. Recent sociological research has shown how people learn to understand each other and even become friends by music. Therefore, music should be an excellent tool for the communication of intercultural diversity and the discussion of value systems, which is an important goal of education in general, and the Comenius program in particular.

But although education through arts can be very powerful, music doesn't live up to

the task. Of all art forms, music is even least enjoyed in schools in the UK. Also Flemish teachers often use music for motivational reasons, but without satisfying results.

Therefore a new approach is needed where instead of asking the learners to tell what they think, feel or value in a song a teacher suggests, both parties must testify about their own culture and music as a starting point for intercultural understanding.

In the approach we've developed we give the pupils a preliminary task of choosing one song that for them represents the best a given value. During the actual class, the pupils share their song first in a small group, selecting one song to represent their team in a plenary discussing the songs and the different views on the given value, eventually choosing a class-song that represents the value the best for the whole group, although this last consensus isn't really needed. The main idea is that by discussing the different songs the pupils get introduced to different views on the given value and at the same different genres of music. The main goal of the approach is achieving a more open mind with the pupils both towards the different views on the values as on the musical styles. Being more 'open minded' doesn't mean we want to impose certain views, but it means we want to teach the pupils a language to discuss.

### Shaping an approach

A basic idea of this approach was originally created and tried before the project in Flanders and these experiences formed the basis of the project. We wanted to lift the approach to a higher level, first by shaping it to the best possible practice and secondly by testing it with different target groups. For both purposes students were heavily involved, first in a local setting, secondly during student mobility.

During the first year of the 2 year project Silver, we first organised local tests to see what elements worked best and which values could be used during a second test to be taking place during student mobility. This local test consisted of 2 rounds. Round 1 was done in Slovenia, Turkey and Belgium and qualitatively researched by surveying the local teacher trainees trying the approach. This local test gave us

already various examples of good practice but also gave us a clear view on what worked less.

Based on this first round in year one of the project, we decided on a fixed version of the approach for the student mobility and decided to fix the value for the project to 'courage'. Knowing this we developed an instrument to measure the different possible views on courage (this was done in Slovenia). We combined this instrument with Stomp, an existing instrument on musical taste. Both instruments were then piloted during a second round of local testing in Estonia.

### Different countries means different target groups

One of the benefits of working with different international partners is that we can test this approach in different settings with different target groups: primary school children in Sweden and Estonia over ninth graders in Turkey and pupils in vocational and technical secondary education in Belgium to adult dropouts in Slovenia.

We monitored the effects of the approach in all those settings, to get a better view on when and with who the approach is applied the best.

### Student mobility as a lab

With an approach we based on the best practices in the local tests, courage was chosen as value: courage and instruments to measure pre- and post the actual application of the approach. We were almost ready to take the research to a second step with student mobility. We also needed to develop a manual and preliminary task for the 72 students participating.

The student mobility looked as follows:

- 1 week preparation at home working on the preliminary task comprising of describing their own educational system, a description of the target group they would work with in their own country, a musical taste analysis of the target group in their own country and preparing a cultural evening for the fellow students.
- 3 weeks actual mobility with in every participating country teams formed with students of every country also including 3 students doing internationalisation at home.
- First week abroad: classes based on the manual, with the results of the preliminary tasks, theoretical backgrounds of

the project, exercises on applying the actual approach, a philosophical discussion about music and values...

- In the second week and the first half of the last week abroad the students observed and thought in trios. All 3 students in a team came from a different country.
- The last half of the last week abroad was focused on reflection both on the teaching as on the project and the approach itself.

During the 3 weeks abroad 5 cultural evenings were organised giving the opportunity to introduce each participating countries cultural background.

Both the pupils and the teacher trainees had to fill in a pre- and post test so we could evaluate the effects of the approach. The actual results of the research are not ready at this time, but we do can share already that there are positive results, depending on the different target groups.

### Student mobility format proved to be a success

All participating students evaluated the student mobility, and gave us a heart-warming feedback. The concept of a four-week student mobility, comprising of 1 local week and 3 weeks abroad with both classes and actual teaching proved to be very successful.

If we asked them if the program was interesting, the results are clear:

nobody disagreed (1) or slightly disagreed (2), instead the majority of the group fully agreed. over 91% that the program was relevant and plus minus 3 quarters of the participating students rated the classes and the manual as being good or really good.

The cultural evenings were the most successful concept, as reaching an approval rate of 98 percent.

Weren't there any flaws? As being a new concept for all organising countries, the students had some correct critiques on the communication of the practical information as lodging and travelling.

### Disadvantages

This brings us to one of the more complex elements we had to deal with using this new concept of student mobility in an educational and practical world. Finding room for students for such a short period was in different countries quite hard (luckily the tuition helped), also the curricula of the different institutes in combination with holidays in the teaching practice schools made it hard to find a common moment.

### What the students wrote

It is very interesting to look at some of the things the students wrote about the project:

- I am really glad to be a part of this program, it was once in a life time experience!!! Thank you!
- I'll graduate this year. I wish I had participated this before (= It was a wonderful experiment)
- It was a great experience and I think there should be more of such projects in the field of teaching. I think it's really great to exchange the experience with colleagues from different countries

what they think is good and bad in their teaching systems plus this new method we learnt about in theory and practice really changed my thinking. I wasn't that much aware that I could be limiting my students with my choice of songs or clips or movies and I really changed my view. All in all I would definitely participate again and in my opinion it was a really great experience.

- It was an unforgettable experience I will carry my whole life.
- Thank you for the greatest experiences of my life!
- But one kind of remark returned also over and over again:
- The project was a good experience and even a better way to find out more about different cultures and countries. I hope this project will not actually end as soon as this summer.

This remark represents a feeling a lot of the teachers involved shared after the student mobility. It's a real pity we can only organise this kind of student mobility only once. We do hope to use this concept of student mobility again in new projects and we hope other consortiums will follow our example.

### Silver doesn't end here

Based on our research we will publish several articles and present the results in different scientific conferences throughout Europe, but it doesn't end there. The members of the Silver consortium will organise a one-week international course about the approach for the next 5 consecutive years. This course, based on the experiences, the research and the manual, will be open for all teachers, teacher trainees and teacher trainers and will highlight elements of what proved to be successful during the student mobility. The first course will be held the first week of May 2011 in Sweden. More information will be available from our website ([www.silver-comenius.eu](http://www.silver-comenius.eu)) in September 2010.

### Conclusion

2 elements set the Silver-project a bit apart:

- the combination of research and student mobility
- our concept of a four-week student mobility

Both elements we would like to recommend to other institutes thinking about submitting a project. For everybody involved it has proven to be a win-win situation giving new insights and great experiences.

PEDRO DE BRUYCKERE

# Booby Trap

## Internationalization, from Motor to Facilitator

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**Stijn Coenen**

Head of International Relations  
Lessius Mechelen  
(former Mechelen University College)

Erasmus is more than 20 years old now, the first decade of the Bologna process is behind us. What is the achievement of an international coordinator? It is huge. All of us could see an increasing interest of students and colleagues in international cooperation. Mobility figures have raised, more bilateral agreements are being signed. Internationalization is becoming an important part of the accreditation process. Most of the higher education institutions have international offices. Big steps to mainstream our work. But there is a booby trap for international coordinators to take further steps, and above all, to make these achievements sustainable. Erasmus has been a motor for internationalization. And mobility the most

### ABSTRACT

Erasmus is more than 20 years old now, the first decade of the Bologna process is behind us. What is the achievement of an international coordinator? The challenge for international coordinators the coming years lies in integrating internationalization in the curriculum of the study program.

Erasmus a plus de 20 ans maintenant, la première décennie du processus de Bologne est derrière nous. Quelle est la réalisation d'un coordonnateur international? Le défi pour les coordonnateurs internationaux des années à venir réside dans l'intégration de l'internationalisation dans le curriculum du programme d'études.

visible action. But so far the main motive has been intercultural learning. For most of the international coordinators, it has been the only motive. And this is where the booby-trap is to be found. The challenge for international coordinators the coming years lies in integrating internationalization in the curriculum of the study program. The main drive has to be the learning outcomes, and international cooperation has to be the tool to create a better learning environment. Choices to be made in the framework of internationalization, have to be argued based upon the curriculum of the program. International coordinators will have to use the framework of the curriculum to "sell" their international projects. The intercultural argument will not be sufficient anymore. Moreover, by using the objectives of the curriculum as important motivation to internationalize, more decision makers can be convinced to integrate internationalization. By the way, if intercultural learning would be the only motivation, wouldn't it be better to send our students away in the framework of volunteer work or other non-educational exchanges?

I hope we can evolve from the motor of internationalization to the facilitator of internationalization. And this way, we can be sure it becomes a real integrated part of higher education.

STIJN COENEN

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# Comenius international week

## A Little Step when you are not Used to go Abroad



**Els Teunissen**

Lecturer Pedagogy in Early Childhood  
Lessius Mechelen  
(former Mechelen University College)

In March I participated with my colleague in the Comenius international week at Escuni university, Madrid. During that week we followed the same program as the students from five different countries. The arrival at Escuni went smoothly. The people there are very friendly and welcoming. From the beginning we found out that communication is a difficult thing. The Spanish lesson was very difficult to understand as we are really beginners in the Spanish language. The course about the educational system was interesting, but as all was spoken in Spanish, we really needed to be concentrated. Fortunately, there was a French speaking Belgian student who translated the most important parts into English. We experienced the importance of languages. For us all the more reason to follow the course 'English for lecturers' at our own university. All the students prepared a presentation of the educational system from their country. Unfortunately the time for presentations was too short, we had to discuss it very quickly. We approved the summary: Europe pur-

### ABSTRACT

En mars, j'ai participé, avec une collègue, à la semaine internationale du projet Comenius à l'université de Madrid. Cet article est une réflexion sur mon expérience en tant qu'enseignant(e) dans un lieu que je ne connaissais pas, dans une nouvelle langue et au sein d'une autre culture.

sues uniformity at the universities (Bologna) ... but as of preschool education there are lots of differences in the educational system among the different countries. In the presentation given by the colleague from Madrid, we learned a lot about the educational system in Madrid (public and private schools, organization of the internship, the progression of a day in class...). Some things sounded quite familiar, but we realized that we are very lucky at some parts (for example: free education). During the week there was also time reserved for culture. We visited Alcala de Henares, where we visited the old university and a regional museum. The day after we visited The Royal monastery of San Lorenzo de El Escorial. An enormous monastery in the mountains, built to celebrate the victory over France. Certainly worthwhile to visit if you are around. Our last culture trip led us to the botanical garden, the Retiro park and the Prado museum. Of course, we also took the opportunity to visit one of our students, who participated in an Erasmus program. At the private preschool (Yoifre) where she was doing the last day of the internship we were cordially welcomed. We learned that parents have to pay about 200 EUR each month and for each child (education only, lunches and extra activities not included). Every child wears the same uniform and the young children are introduced in maths and writing as from 3 years old. The approach can not really be considered as interactive and

differentiated. A lot of attention is paid to sports and the school for example owns a renovated swimming pool. During the traditional siesta and after school hours children can participate in a lot of extra activities like ballet, sports, music and arts. Such a short exchange has some clear advantages for students as well as for lecturers. Students will certainly enjoy the cultural experience and will benefit from the many contacts with other students in another language. As to the latter, we experienced in Madrid that it is beneficial to not overload the program, so that there is sufficient time to spend for example in the host family. Furthermore, it is important for the local student to have the possibility to participate. The organizing university should make sure that the own students have the opportunity to join the event and it is hence advised for example not to plan an internship at that moment. We also believe that for lecturers such an exchange is important and pleasant. As a lecturer it is important to have an open mind and in this respect it is certainly found to be beneficial to have international contacts. Apart from the benefits for your skills and knowledge as a lecturer, it also is enjoyable. Participating in a Comenius international week, a little step when you are not used to go abroad.

ELS TEUNISSEN

# Immigrants for a Fortnight



**Verónica Andrade,  
Ana Catarina Ferreira**  
Instituto Politécnico de Santarém Escola  
Superior de Educação

## ABSTRACT

L'article reflète notre expérience à Barcelone pendant l'IP Mice. En première lieu, nous donnons emphase au processus d'intégration dans un group multicultural – difficultés, apprentissage et expérience de groupe.

Nous irons réfléchir sur les contributions du programme intensive soit au niveau personnel soit au niveau professionnel et faire quelques suggestions pour les futures programmes intensives. Finalment, nous irons compléter notre expérience avec d'autres des collègues dans des différentes programmes européennes, pendant cette année.

tion. The main theme drew our attention to the programme, as multiculturalism is a growing phenomenon in society that has an impact on education. We hoped that being part of such a programme would expand our professional and personal horizons.

### **"Welcome to Barcelona"**

We arrived in Barcelona on March 8 2010. As we became part of a multicultural group we witnessed the huge differences between countries, cultures and ways. Interaction between the members of the group was made easier through presentation dynamics during the first week of the programme. We got to know each other in an easygoing atmosphere, which brought the group closer together. The outdoor "Sport games" were worth noting as a source of active, dynamic and fun interaction. They were also a way to let off steam being in an unfamiliar place and meeting

new people.

Living among a group enabled us to share experiences and knowledge regarding several themes that were approached in information sessions and workshops as well as in informal contexts, such as meal-times and free time.

One of the highlights of our contact with cultures from other countries were cultural evenings, in which each participating country (Austria, Belgium, Denmark, Spain, Norway, Portugal and Romania) gave a taste of its traditional dance and music, food, drink, etc.

Cultural evenings provided an excellent opportunity to travel laid back through these European countries and to link some songs and dances to the countries they come from originally.

The opportunity to take part in an Erasmus intensive programme in Barcelona, which theme was "Developing positive effects of migration for intercultural competences in European Education" came from a proposal made to Escola Superior de Educação de Santarém [Santarém School of Education], where we were in the third year of a degree in Social Educa-



## Learning

The starting point of this intercultural experience was the meaning of culture. The issue was debated in small groups. Culture was actually one of the key concepts in this intensive programme: its meaning was approached in different ways throughout it. The theme of the intensive programme was put into an educational context during the information sessions by their facilitators, which came from several European countries. Thus, we learned about the many different practices regarding migrants, mainly at kindergarten and primary school levels.

In one of the first information sessions, Christer Hakanson (Orebro, Sweden) raised the issue of children being labelled as immigrants, which makes their social integration difficult. According to him "...children are supposed to be treated as children – not as immigrant children." As he says, "psychologically there is not difference between the native child and immigrant child. The culture makes the difference".

An issue raised in this IP by Thomas Schrei (Wien, Austria) was "Should immigrant children be taught in their mother tongue (i.e., of the country they come from)?" For him, "it is necessary to be able to talk the first language to be ready to talk the second language." Thomas stressed that "children should be taught in their first language by persons not necessarily educated as teachers, for example assistant teachers".

One of the initiatives at kindergarten level in Norway in this scope is literature boxes. Books translated into several languages are illustrated by a box filled with elements from the book. The box follows the book, and when the teacher is reading the book aloud the children are playing with the elements from the box. Parents and kindergarten work together towards this project.

We had the opportunity to combine theory with practice, as we visited several organisations which operate in the field of multi-



culturalism and take specific measures to facilitate the integration of children and youngsters from other countries. This enriching experience led us to check out the equally rich experiences of some of our schoolmates who have also participated in several Erasmus programmes, which are shown below.

## Evidence

Comenius,  
Romania 2010

"During the international study week in Romania, from 21 to 28 February 2010, we learned different ways of teaching and new educational models/theories. It was excellent to have the opportunity to visit different schools and to deal with disabled people. It was important for us, as future educators, to share experiences, evaluate systems in our countries, meet other cultures and blast preconceived ideas. It was a week full of learning not only for our career, but also for our personal growth."

Joana Pascoal and Duarte Reis

Comenius,  
Holland 2010

"My experience in Holland was truly enriching as a person, as I met with people from other countries and cultures. Comenius International Week is a great

way to learn a bit more about a country and its educational system through workshops and visits to the city's most special sights.

Comenius International Week allowed me to assimilate new concepts regarding the Social Education area, making me aware of the importance of a Social Educator and its appreciation in another country. Being in Holland opened my horizons to a new reality, a new culture, seeing how different the educational system was from that of my country."

Margarida Rolo and Marta Inverno

Intensive Programme,  
Belgium 2010

"Participating in an IP, i.e., arriving at a new country with a new culture made me grow as a human being, as I met people from different countries, different cultures and different languages.

Very interesting themes, debates, chats and points of view I had never thought about helped opening up my horizons, growing both culturally and academically and make me want to learn more."

Dina Santana and Ana Rita Frade

## Final Reflection

We called this article "Immigrants for a fortnight!" because we sometimes felt we were immigrants during our adventure in Barcelona, as we faced a new reality, a new language and a new culture. The



experience was full of opportunities. Its strongest point was intercultural experience, and its weakest point was a loose link between theory and practice. This, as well as some constraints, made the trip worthwhile. Setting off on this kind of trip is important to our own development, as we learn about ourselves as well as the others by sharing experiences. As future professionals in the field of social education, we know we have a huge responsibility towards immigration. This experience also developed our personal skills, mainly because it enabled us to take a new look and a new perspective on immigration as a phenomenon.

We think this kind of programme is very interesting and innovative. Nevertheless, we wish future programmes would focus on more emerging social issues and have a more practical side, through a hands-on approach to problems and interventive measures.

VERÓNICA ANDRADE,  
ANA CATARINA FERREIRA

# Reflections after participation at the IP Philosophy and Citizenship

## Haute Ecole Léonard de Vinci, Louvain-la-Neuve, Belgium – Spring 2010



**Iben Valentin Jensen**

Senior lecturer at University College  
South Denmark

### ABSTRACT

L'auteur attire l'attention sur le fait de prendre conscience des différences didactiques nationales dans la Philosophie pour les enfants. Ces différences peuvent inspirer les enseignants à tout moment dans n'importe quel sujet à une réunion européenne sur l'éducation. Pour donner des exemples de différentes conceptions et traditions à la "philosophie à l'école" l'auteur rappellera 3 positions différentes sur le terrain de l'IP course mentionné.

When meeting anywhere in Europe to have a culture exchange, it is very important, that the participants are very different and at the same time very alike. If not it would be impossible to have a dialogue. We would either only hear an echo or would not be able to connect. To have a dialogue, you need to be different and yet alike. This article is focusing on the differences and similarities on the Intensive Programme « Philosophy at school: a tool to develop European citizenship» which took place spring 2010. This IP was very successful due to the openness and acceptance of being different.

Even though every nationality that was participating on the IP had the same major goal: to develop practices within a school public by setting up a tool of formation at the animation of discussions at philosophical aiming, it was clear to everyone, as the course processed, that different national traditions and praxis understood the

meaning of the aim differently. Especially the subject Philosophy at school has different theoretical sources when looking at different national school traditions. This fact justifies the necessity of meeting internationally, because not only does the IP develop the subject but more important makes us aware of important basic general didactic perspectives.

I will not indicate that any of the national approaches to Philosophy at School were illegitimate, but would like to draw attention to the quality of being aware of national didactic differences. These differences can inspire teachers at any time in any subject in any European meeting concerning education. Philosophy at school can not be reduced to one method or understanding, but is qualified because different scientific traditions have different theories. This is important to illustrate to students also in any national school. The IP makes it very clear and is therefore

an important inspiration to be aware of which perspective you as a teacher have when opening a subject to students. This awareness is a basic general didactic skill, which is often overlooked. One could call it comparable studies or an international approach to didactic practises. This general didactic skill must be developed in a young international education system.

To make examples of different understandings and traditions to Philosophy at school I will point out 3 different positions on the IP course mentioned.

1

There was a didactic position where lessons were used to philosophize with the children focusing on an issue, which was often a practical point. How should children behave to parents, how should you act in school when showing respect, should boys

be allowed to behave differently than girls etc? The goal of the attempt to philosophy with children was mainly to transfer certain values to the pupils and give correct answers to practical and behaviouristic issues.

Philosophy with children is here a method, whereby you can make children understand how to behave and at the same time understand why it is important. The purpose of Philosophy with children is to teach social skills, so that the society can be maintained and individuals are able to find a defined place in society.

This approach to Philosophy with Children is often influenced by the Anglo-Saxon education system. Looking at the philosophical tradition of the Anglo Saxon countries, this has become part of a science tradition, which has influenced the general didactic tradition and therefore also the national approach to Philosophy at School.

2

There was a didactic position where a very rational approach was formulated to the aim of the teaching. Philosophy with Children was the rational skill to be able to understand the logic, argumentation and thinking in considering this and that. Pupils should learn to be precise in their concepts, think rational and not contradict themselves and a conversation has to be carried out based on logic and rational arguments.

Philosophy with children is here also a method, but not based on behaviouristic theories, but on Kantian rational theories. The purpose of Philosophy with children is to teach logical and rational thinking in order to make the children argue precisely and without contradicting themselves.

This approach to Philosophy with Children is influenced by the French education system, which is often based on written and oral conversation and arguments. Looking at the philosophical tradition of the French-speaking countries, this has become part of a rational science tradition, which has influenced the general didactic tradition and therefore also the approach to Philosophy at school.

3

There was a didactic position where lessons were used to philosophize with the children having an aim, which was often based on a phenomenological, existentialistic and poetic dialogue. The issue was to ask the children; if we look at the narrative and artistic interpretations of life, what do we find and what do we experience? The goal of the attempt to philosophy with children is mainly to develop fantasy and discover the magic life and words.

Philosophy with children is here considered a meeting, not a method, whereby you can make children be part of life enlightenment, where the search of the non-rational and non-logical aspect of life becomes part of a personal development. The purpose of Philosophy with children is having a dialogue about the richness of life.

This approach to Philosophy with Children is often influenced by the Scandinavian education system. Looking at the philosophical tradition of the Scandinavian countries, this has become a part of a general didactic approach called life-enlightenment, which therefore influence the approach to Philosophy at School.

Students in Denmark are very much influenced by the critical tradition and therefore tried to discuss and debate different didactic perspective at the IP, but they immediately got the feeling of obstructing the lessons - although in Denmark, they would be considered doing the opposite. During presentations of the students national school systems at the IP my students would consider information about the differences of the national school systems an invitation to have a critical discussion : What is the consequences of this and that system? What is the limitations and possibilities and what political and pedagogic situations can benefit or suffer from this official or unofficial decision?

It is very clear that the tradition in many European countries, where a national curriculum describing what and maybe why leaves only the how to teachers and schools. This leaves no place for didactic reflexion in the Scandinavian sense, because this reflexion can not be qualified

without also considering the what and why in a teaching situation. Discussing only methods gives no meaning, when trying to reach an understanding of general didactic. I suggest that the European School and University system leaves the discussion of the connection between why, how and what to the students and teachers. This will qualify not only the WHAT and the WHY, but also the HOW. If students and teachers have discussed why certain content or a certain method is chosen, it is much more likely that students will feel responsible, engaged and qualified during the lesson.

To discuss openly the didactic choices behind a lesson/education will challenge the professionalism of the teacher and make the students part of a lively lesson, which prevent passiveness and an uncritical attitude. And exactly activeness and a critical attitude is necessary to develop a democracy. To have the important general didactic awareness that makes Philosophy at school qualify by different perspectives inspires pupils, students and teachers to engage in philosophy for the purpose of a human life. And this is the general and basic didactic aim of an European IP. Which was successfully put into practise in the spring 2010 in Belgium.

IBEN VALENTIN JENSEN

# International Summer University in Kosovo

## The Bologna Recipe in Practice

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**Niomi Kelly**

Lecturer in Language and Communication  
Lessius Mechelen  
(former Mechelen University College)

### ABSTRACT

J'ai enseigné en tant que 'guest lecturer' à l'Université Internationale d'été Prishtina (Prishtina International Summer University - PISU) au Kosovo cet été.

La PISU a tenu place cette année pour la dixième fois, une édition anniversaire, et pas moins de 20 conférenciers du monde entier sont venus au Kosovo pour enseigner pendant 2 semaines intensives, internationales et extrêmement intéressantes. Vingt professeurs partageant un cours de 3 ou 4 ECTS avec 25 étudiants, en collaboration avec une co-professeur local. Au total, plus de 400 étudiants en provenance du Kosovo, d'Europe du Sud-Est et du reste du monde ont participé cette année. La PISU renforce l'Université de Pristina en adoptant les Bologna Action Lines (lignes d'action de Bologne) et l'amélioration de la qualité du programme. En outre, cette édition s'est avérée un grand succès en encourageant coopération régionale et réconciliation.

I have been teaching as a guest lecturer at the Prishtina International Summer University (PISU) in Kosovo this summer. The PISU was held for the tenth time, a jubilee edition, and no less than 20 lecturers from all over the world came to Kosovo to teach in an intensive, international and extremely interesting two week period. Twenty lecturers shared a 3 or 4 ECTS course with some 25 students, collaborating with a local co-professor. In total, more than 400 students from Kosovo, South Eastern Europe and the rest of the world participated this year. The PISU reinforces the University of Prishtina in adopting the Bologna Action Lines and improving the quality of the curriculum. Moreover, this edition proved to be a large success in encouraging regional co-opera-

tion and reconciliation.

In Mechelen, Belgium I lecture the course 'Communicative Skills as a European Teacher'. A fine course for teacher training students in Kosovo, I thought. So I applied and one fine day received the message that I was selected. Really not knowing where I was heading to, I packed my bags and culture, and was glad to be received most warmly by staff and students at PISU. I was appointed an Albanian co-professor, expert in Challenges in Education, and I focused on Communicative Skills as a European Teacher.

PISU, in order to adopt the Bologna Action Lines. Wonderful. But working in compliance with European standards, and implementing Bologna perspectives seems a complicated process.

As we read in other articles in this Journal, the general tendency, drafted in the Sorbonne Declaration and the Bologna Declaration, is 'to strengthen the European Higher Education Area by promoting the co-operation between countries and institutions and by supporting mobility amongst students and teachers'. PISU is an admirable example of putting these ideas into practice. During PISU, professors from abroad collaborate with local staff, students exchange ideas and contact details, and the whole setup of the course is explicitly more than mere academically focussed: time and space to meet each other informally is equally important.

What struck me most is the hunger these students and professors have. Hunger for



knowledge, hunger for contact. Hunger for expression and hunger for interaction. In my course (partly based on Marc Colpaert's 'Where Two Seas Meet'), a fundamental step in intercultural communication (as a teacher) is getting to know yourself and your own background, engaging in a journey with the other. This step proved enormously rich for the PISU students coming from Kosovo, Macedonia, Albania, Montenegro, Serbia, Spain and the US. Who are we in our relation to Europe? The next step is trying to get to know the other, taking into account the other's past and his story, being his history. We made little booklets, penning down our own life stories, key dates and milestones in our lives. What would Europe's booklet look like? And what is Europe's story, from a Kosovar perception?

Communicative Skills in a country that remembers a civil war vividly. Challenging. Enriching. Hopefully for the students, most certainly for me.

NIOMI KELLY



#### San Kosovar students comments on the summer school:

*Filip Krsteski:* "PISU is a great opportunity for young people to attend, not only for the courses offered but also for the students who are coming from all over the world. This is the third time I attend PISU and every year is better and better. The course I took this year Challenges in Education Communicative Skills as a European Teacher was directly connected to this PISU event. It was not only about education, but also about multiculturalism. As I said previously there were students from all over the world which means meeting different cultures, languages, customs, and habits. Socializing with these people made me understand more about their culture and also told me more about my culture and the country I come from, which was connected to the multiculturalism and integration that we were studying at the course. Unfortunately, we live in a somehow "cruel" world that not always understands and appreciates the cultures and values of the "other", that is why these Summer Universities are very good events for everyone to attend. They help us understand ourselves better and of course understand the "other". It helps us to understand that we are not the only "inhabitants" of this world, but also other people with other cultures."

*Ardita Islami:* "This year it was my second time in PISU, and, to be honest, I liked it more. The course I had chosen, I thought would be attractive and helpful, but when we started the course, everything seemed to be even more interesting than I realized. I had two professors: Niomi Kelly and co-professor Aurela Zisi. In the beginning, I liked the way of presentation, for example: everyone should say something about themselves and after that every student had to recall the information was mentioned by the student sitting face to face with him. Great! And after that I liked very much the great methods of teaching and they were very helpful, like "speed dating". Also, in the class we were divided into groups and we had to do a presentation of a topic that we liked best from the theory in the course. Again great! I think that these are challenging ways to gain and spread out your knowledge in cooperation with others. We had many others activities like discussions on topics in education. It was interesting to hear what people said about these topics as they came from different countries and different cultures, differences in how they accept new elements (changes in society, lifestyle, new behaviors, etc). We must walk in steps of time even though this is sometimes hard to accept."



# I haven't heard from you for months, what have you been doing there?



**Clara Pastor Llamas**  
Student from La Salle University,  
Madrid, Spain.

## ABSTRACT

Vous me demandez si je peux vous parler de mon expérience en tant qu'Erasmus. J'aimerais parler de nombreuses choses si j'en avais le temps, mais maintenant il faut que je choisisse parce que le temps s'envole et j'aimerais continuer à voyager... Donc j'espère que vous avez envie de lire auprès de quelques voyages que j'ai fait, et quelques projets auxquels j'ai participé. Il me semble que c'était il y a longtemps que j'ai quitté l'Espagne, pourtant ce ne fût que quelques mois auparavant.

"Why did you choose Sweden?" some Swedes asked me and my answer was always based on the same argument. I wanted to live my Erasmus experience in a country where I hadn't been before, I had heard many positive aspects of the Swedish educational system, which is connected to my studies. Next to that the north of Europe was something for me to discover. And the strong contrast between Sweden and Spain was knocking on the door of my future. Therefore I began to think about what I would do the next months in the attractive north of Europe.

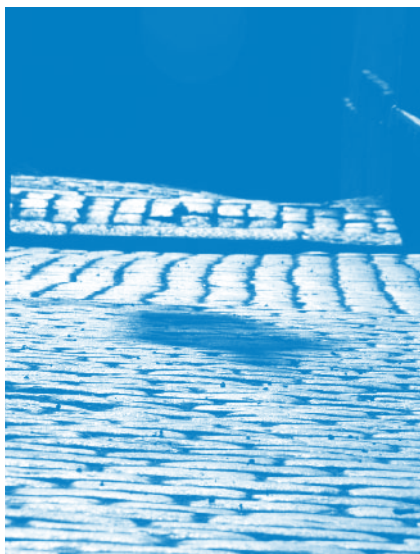
There was something that I knew from the beginning, I was going to travel as I usually do. The more I travel the more I want to discover. My Erasmus destination was the beautiful Gävle, located north of Stockholm, so from Spain I decided to go to Gothenburg, on the other side of the country. Why? Because as I said I wanted to travel through the Nordic countries and since I only had five and a half months

to do it, I had to start my plan as soon as possible.

## Gothenburg! How was it? Tell me!

That was a great idea because Gothenburg is a very nice city, even if the temperature is minus twenty degrees; perhaps it seems a bit cold but I took the risk of the weather with my choice, and I don't regret it. You have to find the way of enjoying the snow. My thought about the snow is that it was a beautiful white blanket covering Sweden which step by step has disappeared, showing the amazing nature hidden underneath. The Swedish nature is unbelievable, and Swedish people have a special connection with it; it's quite interesting to observe them being in contact with nature. They take care of it, they know a lot about birds, trees and animals, they probably don't realize how lucky they are. You get a feeling of peace here, nature is everywhere! The air is fresh, I'm so jealous!

But I was talking about Gothenburg, right? After a few days there, I went to Linköping and I did a Swedish course at the University of Linköping, where I found nice teachers and students. The situation was curious because everyone was already on Erasmus in Linköping except for me; I was just passing by and filling my backpack with new moments, places and people. I hope I have also left something to them. Where did you go then? I didn't have more time to travel at that moment, so I went directly to Gävle, where many interesting experiences were waiting for me. What can I tell you about it? You have probably heard stories and experiences about Erasmus, in fact there are many things which are quite obvious since it's about living alone far from your country, speaking a new language, meeting new people every day, etc. However I'm not going to talk about this, I would like to offer a different point of view.



At the beautiful University of Gävle I had some courses and all of them were different and interesting. Luckily I had a chance during these courses to participate in a couple of projects. For example a cultural project with Swedish and Erasmus students and an art project which we afterwards carried out in a preschool class. Before I came to Sweden I collaborated in an interesting research about "Arithmetic Problem Solving in Early Childhood Education". To study how the learning of 'mathematics of quantities' begins, we developed an experience with 64 four and five-year-old pupils. We worked for 5 weeks, from children's books, in a workshop on problem-solving with problems involved in a communication situation. Problems were posed by a nearby person. Children, after using diverse informal direct modelling strategies, with different (manipulative and graphical) representations of quantities, discussed their solutions, and elaborated a common response for the one who had posed them the problem.

And now the question is, have I used this experience which I already had in these new projects here in Sweden? On the one hand I would say yes, but on the other hand I would definitely say no. The projects here in Sweden were small projects compared to the research in Spain and my way of working has been different. Of course I have skills which

I used, but my feeling is the following which I would explain perfectly if I could. I opened my eyes, I listened attentively, I gave my opinion and I wanted to be part of each moment. I was very interested in all the people surrounding me, their way of working and their way of thinking. Then all that mixed with my contributions, concluded in excellent working processes that we made together. In these projects I felt receptive and collaborative as usual, but the fact of working with different cultures provoked a specific interest that I hadn't experienced before. I could say that I felt like a sponge, wanting to absorb experiences, opinions, viewpoints, perspectives, languages, stories, and of course sharing mine.

I have learnt so much in this period, but the more I learn, the more I want to learn. It doesn't matter where you are, it's not the place, it's you drawing your way, and it's the people you meet wherever you go. And what happened to your travelling plan? Guess it! Yes, indeed, I successfully carried out my plan. Do you want to know some of my destinations? I have been in Kiruna (Lapland) and I saw the indescribable Northern Lights. Next to that I have been in Helsinki, St. Petersburg, Moscow, Riga, Gotland and around Gävle, of course the amazing Stockholm, Uppsala, Falun, Siljan Lake, etc. The best thing is to share it with people and in my case I'm lucky because the people who shared these trips with me are so great. I can't explain the reason but I can not stop travelling, I have a feeling which pushes me to do it, it seems as if I'm looking for something although I don't know what it is.

### **You have been in Russia! Tell me something about that trip!**

Perhaps I can tell you a nice story. We were drinking a coffee in the main street in St. Petersburg. There was a red napkin under my cup which I took and I made a flower with it. When we were outside walking on the way to a museum I still had the flower in my hands. I thought, this is beautiful, I want to give it to a child. Along the way I saw many children passing by, but none of them was the person I chose. Russian people look very serious so I was interested in the reaction of a person when I did something unexpected.

It was a science museum and suddenly I saw a girl who was around nine years old and was hand in hand with her mother. I went close and I offered her my red flower, but I didn't say anything, I just showed with my body that it was a present for her. She was serious, she looked scared and she said no, moving her head from one side to the other. Her mother smiled and appreciated it with the expression on her face. Five minutes later I tried to give my flower to another girl. She was also serious, I noticed that she had doubts, but when she looked at me I smiled at her and she smiled at me timidly. In that moment she took the flower and went away. I saw her holding the flower the rest of the time that we were there. Do you think she still has the red flower?

It was easy to travel during this period. I remember once talking to one of our teachers at the University because I had to skip two lessons to travel to Russia. Do you want to know what he said? It was a good answer, "Can I join you?" Right now my time here in Gävle is almost finished, actually I feel like going somewhere else; my next destination in summer will be Oslo and afterwards Scotland. I can't go back to Spain taking a plane from Stockholm, that wouldn't be exciting. Because of that reason, I will rent a car in June together with some Erasmus friends and we will do a trip through Gothenburg, Oslo, Bergen and Denmark. Isn't that a good ending? Let me tell you that it's not the end, it's just the beginning of the next period and I carry my backpack full of memories of the last 5 and a half months in Sweden.

CLARA PASTOR LLAMAS

### **References**

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- Núñez, C., De Castro, C., Del Pozo, A., Mendoza, C., y Pastor, C. (En prensa). Investigación de diseño sobre el desarrollo de competencias numéricas con niños de 4 años. En Investigación en Educación Matemática: XIV Simposio de la Sociedad Española de Investigación en Educación Matemática. Lérida: Universidad de Lérida.

## Training Visit

## The curriculum as cornerstone of creating an international learning environment 09.02 - 12.02.2011 (Lessius Mechelen)

Curricular reform with the aim of injecting an international element into the content and delivery of programmes is an important internationalisation activity. This category comprises a wide variety of cases and strategies. During this training visit we will explore the ways in which different partner institutes handle curricular internationalisation.

### Target group

- Study program leaders
- Curriculum developers
- International coordinators
- People interested in curricular internationalisation

### Practical information

Should you be interested in attending this training visit, please contact Lia

Frederickx (see below). We would like to encourage institutions to send curriculum developers, study program leaders and international coordinators.

For more information and confirmation of attendance, contact:

Lia Frederickx

[lia.frederickx@khm.be](mailto:lia.frederickx@khm.be)

Direct number: +32 15 369 125

### Location:

Mechelen University College  
Campus De Vest  
Zandpoortvest 60  
2800 Mechelen  
Belgium

### Dates:

Arrival on Wednesday 9.02, Departure on Saturday 12.02

### Accommodation:

3 Paardekens

[www.3paardeken.be](http://www.3paardeken.be)

Novotel Mechelen

[www.accorhotels.com/gb/hotel-3154-novotel-mechelen-centrum/index.shtml](http://www.accorhotels.com/gb/hotel-3154-novotel-mechelen-centrum/index.shtml)

Participants are expected to book their accommodation individually referring to Mechelen University College

### Meals:

Lunch @ MechelenUC 3-7 euro

Dinner @ restaurant in city centre 20 euro

## International Class in Bruges, Flanders

Collaboration of Karel De Grote-Hogeschool, Antwerp and three other Teacher Training Faculties of Interactum Vlaanderen

[www.interactum.be/index.php/international-class](http://www.interactum.be/index.php/international-class)

4 modules of 5 ECTS each, for three months:

- Introduction to the host city and to the Dutch language
- Communication, emotion and expression

- Diversity and education
- Flemish culture and expression
- Teaching in Europe / Europe in teaching

One optional extra apprenticeship of 10 ECTS, in May (in Antwerp or Brussels) Begins: 31/01/2010 to 30/04/2010 (with an option to 28/05/2010)

Language – English

9 to 10 nationalities participating, among whom Flemish students.

Max. 30 participants

### Application deadline

October 15th or when full

For more information, please contact Mrs. Benedikte Custers:  
[benedikte.custers@khbo.be](mailto:benedikte.custers@khbo.be)

## KHM sera Lessius Mechelen: Katholieke Hogeschool Mechelen sera partir d'un majeur projet éducatif. / Katholieke Hogeschool Mechelen becomes part of a major educational project

At the start of the academic year 2010-2011, the Katholieke Hogeschool Mechelen changes its name into "**Lessius-Mechelen**". At the same time a new campus with study areas applied engineering and technology (campus De Nayer) will be integrated into the new institution.

The aim is to develop a new educational project together with Lessius-Antwerp, formerly known as Lessius Hogeschool. In this way, the Katholieke Hogeschool Mechelen subscribes a networking process within the K.U.Leuven Association (<http://associatie.kuleuven.be/eng/>). The newly integrated entity will have about 10000 students and offers cooperation opportunities in ten fields of

study: business, communication, design, technology, applied engineering, teacher education, nursing, speech therapy and audiology, applied language studies and applied psychology. The university college has campuses in the cities of Antwerp and Mechelen, well connected by public transport.

This challenging project offers opportunities for national and international partner institutions. We will inform our contact persons in the near future.

### Contact information:

Lessius – International office  
Zandpoortvest 31  
2800 Mechelen  
Belgium

+32 15 369 105  
[www.lessius.eu](http://www.lessius.eu)

Erasmus code Lessius-Mechelen:  
B MECHELE 14 <sup>(A)</sup>

Erasmus code Lessius-Antwerp:  
B ANTWERP 60 <sup>(B)</sup>

A former code  
*Katholieke Hogeschool Mechelen*  
B former code  
*Lessius Hogeschool*

**Lessius**

## Short Exchanges

Haute Ecole Léonard de Vinci	31/1 – 4/2/2011
Haute Ecole Libre Mosane, HELMO	14 – 18/2/2011
Centro Superior de Estudios Universitarios La Salle	28/2 – 4/3/2011
University of Stavanger	28/2 – 4/3/2010
Escuni - Escuela Universitaria de Magisterio	7 – 11/3/2011
Universidad Catolica de Valencia San Vincente Martir	28/3 – 1/4/2011
University College Syddenmark	28/3 – 1/4/2011
Lessius Mechelen	28/3 – 1/04/2011
Haute Ecole de Namur	4 – 8 /4/2011
Escola Superior de Educacao de Santareém	4 – 8/4/2011
Pädagogische Hochschule Schwäbisch-Gmünd	11 – 15/4/2011
Inholland University School of Education Noord PABO	tbc.

## Intensive Programs

IP Philosophy and Citizenship Louvain-la-Neuve  
The second edition will take place from 21/2 – 4/3/2011 in Haute Ecole Léonard de Vinci, LLN, Belgium.

### Contact Information:

**Geneviève Laloy**

Head of International Relations

[glaloy@polyson.com](mailto:glaloy@polyson.com)

Haute Ecole Léonard de Vinci

[www.vinci.be](http://www.vinci.be)

# List of Contributors

## Candelaria Imbernón

Professor at Speech-Language and Hearing Department La Salle Centro Universitario  
*c.imbernon@lasallecampus.es*

Departamento de Audición y Lenguaje, La Salle Centro Universitario, c/ La Salle, 10 – 28023 Madrid, Spain

[www.lasallecentrouniversitario.es](http://www.lasallecentrouniversitario.es)

## Celine Ursula Nygaard

Internasjonal koordinator/ International Coordinator  
 Det humanistiske fakultet/ Faculty of Arts and Education

*celine.nygaard@uis.no*

Universitetet i Stavanger / University of Stavanger, 4036 Stavanger, Norway

[www.uis.no](http://www.uis.no)

## Clara Pastor Llamas

Student at La Salle University, Madrid

*clarapastorllamas@gmail.com*

Centro Superior de Estudios Universitarios La Salle, c/ La Salle, 10 – 28023, Madrid, Spain

[www.lasallecentrouniversitario.es](http://www.lasallecentrouniversitario.es)

## Els Teunissen

Lecturer Pedagogy in Early Childhood Education at Lessius Mechelen (former Mechelen University College)

*Els.Teunissen@mechelen.lessius.eu*

Mechelen University College, Zandpoortvest 60, 2800 Mechelen, Belgium

[www.khm.be](http://www.khm.be)

[www.lessius.eu](http://www.lessius.eu)

## Geneviève Laloy

Head of International Relations at Haute Ecole Léonard de Vinci, Ecole Normale Catholique du Brabant Wallon

*glaloy@polyson.com*

Haute Ecole Léonard de Vinci, Voie Cardin 10, 1348 Louvain La Neuve, Belgium

[www.vinci.be](http://www.vinci.be)

## George Camacho

Lecturer and International Coordinator at Escola Superior de Educação de Santarém

*george.camacho@ese.ipsantarem.pt*

Instituto Politécnico de Santarém, Escola Superior de Educação de Santarém, Apartado 131, Complexo Andaluz, 2001-902 Santarém, Portugal

[www.ipsantarem.pt](http://www.ipsantarem.pt)

## Helmar Schoene

Professor and in charge of the Bologna Process at

the University of Education in Germany

*Helmar.Schoene@ph-gmuend.de*

Pädagogische Hochschule Schwäbisch Gmünd - University of Education - Quality Assurance/ Bologna Office, Oberbettringer Str. 200, 73525 Schwäbisch Gmünd, Germany

[www.ph-gmuend.de](http://www.ph-gmuend.de)

## Iben Valentin Jensen

Senior lecturer at University College South Denmark

*ivj@ucsyd.dk*

University College South Denmark, Lembckesvej 7, DK-6100 Haderslev, Denmark

[www.ucsyd.dk](http://www.ucsyd.dk)

## Judit Pazonyi, Vivien Alexy & Lilla Dobos

Associate professor Budapest Corvinus University  
 Vivien Alexy & Lilla Dobos

are borth 3rd year BSc students Budapest Corvinus University

*jpazonyi@t-online.hu*

Budapest Corvinus University, 1093 Budapest, Fővám tér 8, Hungary

[www.uni-corvinus.hu](http://www.uni-corvinus.hu)

## Karen Leclercq

BA kindergarten teacher UCArtevelde, MA in master in early childhood at the University of Stavanger. Currently Karen is working as a kindergarten teacher in Norway

*karenleclercq@hotmail.com*

Universitetet i Stavanger / University of Stavanger, 4036 Stavanger, Norway

[www.uis.no](http://www.uis.no)

## Marc Colpaert

Philosopher and journalist. Author of "Where two seas meet. Imagination, the key to intercultural learning" (Antwerp, Lanoo, 2009)

*colpaertm@gmail.com*

Arnhoutstraat 4, 9111 Belsele, Belgium

## Maria Felberbauer

Bologna expert, Head of International Office, Kirchliche Paedagogische Hochschule Wien/Krems

*felberbauermaria@hotmail.com*

Kirchliche Paedagogische Hochschule Wien/Krems, Mayerweckstrasse 1, 1210 Vienna, Austria

[www.kphvie.at](http://www.kphvie.at)

## Mona Vintil

Professor at Psychology Department, Faculty of Sociology and Psychology, West University of Timisoara, Romania

*mona.vintila@socio.uvt.ro*

Postal address: West University of Timisoara, Bv. Vasile Parvan, Nr.4, Timisoara, Romania

[www.uvt.ro](http://www.uvt.ro)

## Monika Rothle

Associate professor at the Faculty of Arts and Education, University of Stavanger

*monika.rothle@uis.no*

University of Stavanger, 4036 Stavanger, Norway

[www.uis.no](http://www.uis.no)

## Niomi Kelly

Lecturer Language and Communication in Secondary Education at Lessius Mechelen (former Mechelen University College)

*niomi.kelly@mechelen.lessius.eu*

Mechelen University College, Zandpoortvest 60, 2800 Mechelen, Belgium

[www.khm.be](http://www.khm.be)

[www.lessius.eu](http://www.lessius.eu)

## Pedro De Bruyckere

Coordinator of the Comenius Project Silver

*pedro.debruyckere@arteveldehs.be*

Arteveldehogeschool, Kattenberg 9, 9000 Gent, Belgium

[www.arteveldehs.be](http://www.arteveldehs.be)

## Stijn Coenen

Head of International Relations Lessius Mechelen (former Mechelen University College)

*stijn.coenen@mechelen.lessius.eu*

Mechelen University College, Zandpoortvest 60, 2800 Mechelen, Belgium

[www.khm.be](http://www.khm.be)

[www.lessius.eu](http://www.lessius.eu)

## Tove Heidermann

Head of International Relations, University College South Denmark, Campus Haderslev

*the@ucsyd.dk*

University College South Denmark, Lembckesvej 3-7, 6100 Haderslev, Denmark

[www.ucsyd.dk](http://www.ucsyd.dk)

## Verónica Andrade &

## Ana Catarina Ferreira

Students at Instituto Politécnico de Santarém-Escola Superior de Educação

*veronicafandrade@gmail.com,*

*anacdferreira@hotmail.com*

Instituto Politécnico de Santarém, Escola Superior de Educação de Santarém, Apartado 131, Complexo Andaluz, 2001-902 Santarém, Portugal

[www.ipsantarem.pt](http://www.ipsantarem.pt)

## Partner Institutions

### Austria

Kirchliche Pädagogische Hochschule in Wien

[www.kphvie.at](http://www.kphvie.at)

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### Belgium

Arteveldehogeschool

[www.arteveldehs.be](http://www.arteveldehs.be)

Haute Ecole Léonard de Vinci

[www.vinci.be](http://www.vinci.be)

Ecole normale Catholique du Brabant Wallon

[www.enbw.be](http://www.enbw.be)

Institut Parnasse Deux Alice

[www.parnasse-deuxalice.edu](http://www.parnasse-deuxalice.edu)

Haute Ecole de Namur Departement Pédagogique

[www.henam.be](http://www.henam.be)

Haute Ecole Libre Mosane, HELMO

[www.helmo.be](http://www.helmo.be)

Karel de Grote Hogeschool

[www.kdg.be](http://www.kdg.be)

Lessius Mechelen  
(former Katholieke Hogeschool Mechelen)

[www.khm.be](http://www.khm.be)

[www.lessius.eu](http://www.lessius.eu)

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### Denmark

University College Syddenmark

[www.ucsyd.dk](http://www.ucsyd.dk)

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### Germany

Pädagogische Hochschule Schwäbisch-Gmünd

[www.ph-gmuend.de](http://www.ph-gmuend.de)

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### Hungary

Apor Vilmos Katolikus Fiskola

[www.avkf.hu](http://www.avkf.hu)

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### Ireland

Saint Patrick's College

[www.spd.dcu.ie](http://www.spd.dcu.ie)

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### The Netherlands

Inholland University School of Education Noord  
PABO

Haarlem and Alkmaar

[www.inholland.nl](http://www.inholland.nl)

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### Norway

University of Stavanger

[www.uis.no](http://www.uis.no)

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### Portugal

Escola Superior de  
Educação de Santarém

[www.eses.pt](http://www.eses.pt)

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### Romania

Universitatea de Vest din  
Timisoara

[www.uvt.ro](http://www.uvt.ro)

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### Spain

Centro Superior de  
Estudios Universitarios  
La Salle

[www.eulasalle.com](http://www.eulasalle.com)

Escuni - Escuela  
Universitaria de Magisterio

[www.escuni.com](http://www.escuni.com)

Universidad Católica de  
Valencia San Vicente Martir

[www.ucv.es](http://www.ucv.es)

Universitat de Valencia

[www.uv.es/filoeduc](http://www.uv.es/filoeduc)

Universidad Ramon Lull

[www.url.edu](http://www.url.edu)

[www.blanquerna.url.edu](http://www.blanquerna.url.edu)

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### Sweden

University of Gävle

[www.hig.se](http://www.hig.se)

University of Örebro

[www.oru.se](http://www.oru.se)

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### Switzerland

Haute Ecole Pédagogique  
du Canton de Vaud

[www.hepl.ch](http://www.hepl.ch)

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### United Kingdom

Kingston University  
School of Education

[www.kingston.ac.uk](http://www.kingston.ac.uk)





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[www.comeniusassociation.org](http://www.comeniusassociation.org)