

## Course Description

Title of the Course: European integration and education (PPK-NEV:252)

Leading Lecturer: Gábor Halász

### Aim of the course

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This course introduces students into the role of the European Union in the area of education and training. It offers both general knowledge about European integration and specific knowledge about one specific community policy area (education and training).

Students participating in this course can exercise themselves in discussing themes of common interest in a rather informal way in a small, multicultural group.

### Content of the course

#### Methods of learning

Following a general introduction about the European Union and about the education policy of the community the student group will, at each occasion, discuss a key policy theme: typically through analysing (1) a concrete policy proposal from the European Commission, (2) the related Council Decision and (3) other related background material. One of the students is supposed to read the relevant documents before the lesson, present its content to the group and to formulate a few questions about it. Following a complementary presentation and analysis by the teacher, the group, on the basis of the presentations, is supposed to discuss the problems of the specific education policy area. Parallel to this we analyse the four basic “*compulsory background readings*”, (see below). Students, at every lesson, will be invited to ask 3 substantial questions (explained in a few sentences) in connection with these texts. *Questions have to be sent one day prior to the next lesson.*

### Evaluation of outcomes

#### Requirements and evaluation

Each student is supposed (1) to read the “*Compulsory background readings*”, (2) to select one or two of the “*Policy areas and documents possibly presented and discussed*” and to present the related policy area or problem area through the relevant documents in a form of open dialogue. Each student has to become familiar with one selected policy area (e.g. higher education, lifelong learning, migrant education etc.) in the education sector.

Students have to be familiar with the *website of the European Union* ([http://europa.eu/index\\_en.htm](http://europa.eu/index_en.htm)), and particularly the website of the education directorate of the European Commission ([http://ec.europa.eu/education/index\\_en.htm](http://ec.europa.eu/education/index_en.htm)) so that they find all relevant community organs and policy areas and navigate easily within the policy area of education and training. They should be able to find the relevant documents of specific policies and decisions and to track the related decision-making process (using, among others the PreLex system to monitoring the relevant decision-making process (<http://ec.europa.eu/prelex/apcnet.cfm?CL=en>)).

Each student will be invited to prepare, at the end of the course

- (1) a short (6-8 page) written paper presenting one problem area (which is typically the same as the theme of the document presented by him/her to the group)
- (2) to collection of the three “substantial” questions on each of the four compulsory background readings (that is 12 questions, one paragraph long each).

Students choose one from among the policy areas below for their individual presentation (and subsequent group discussion). This list is not exclusive: it might be completed, upon agreement, with further items according to the specific interests of individual students. The key materials (latest policy proposals by the Commission and Council decisions) are to be found at the relevant websites (indicated in brackets).

1. **Overall strategy**  
([http://ec.europa.eu/education/lifelong-learning-policy/framework\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/framework_en.htm))
2. **The lifelong learning policy of the European Union**  
([http://ec.europa.eu/education/lifelong-learning-policy/policy-strategies\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/policy-strategies_en.htm))
3. **The higher education policy of the European Union**  
([http://ec.europa.eu/education/lifelong-learning-policy/policy-higher\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/policy-higher_en.htm))
4. **The school policy of the European Union**  
([http://ec.europa.eu/education/lifelong-learning-policy/policy-school\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/policy-school_en.htm))
5. **The vocational training policy of the European Union**  
([http://ec.europa.eu/education/lifelong-learning-policy/vet\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/vet_en.htm))
6. **Education programs (Erasmus, Comenius, Leonardo etc.)**  
([http://ec.europa.eu/education/lifelong-learning-programme/index\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/index_en.htm))
7. **Monitoring progress and evaluating performance**  
([http://ec.europa.eu/education/lifelong-learning-policy/progress\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/progress_en.htm))
8. **Teacher education**  
([http://ec.europa.eu/education/school-education/teacher\\_en.htm](http://ec.europa.eu/education/school-education/teacher_en.htm))
9. **Quality in higher education**  
([http://ec.europa.eu/education/higher-education/transparency\\_en.htm](http://ec.europa.eu/education/higher-education/transparency_en.htm))
10. **The European Qualifications Framework**  
([http://ec.europa.eu/education/lifelong-learning-policy/key\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/key_en.htm))
11. **The youth policy of the European Union**  
([http://ec.europa.eu/youth/index\\_en.htm](http://ec.europa.eu/youth/index_en.htm))

#### OTHER SPECIFIC THEMES

12. **Quality in school education**  
European Parliament and Council (2001): Recommendation of the European Parliament and of the Council of 12 February 2001 on European cooperation in quality evaluation in school education (2001/166/EC) ([http://www-ilo-mirror.cornell.edu/public/english/employment/skills/recomm/instr/eu\\_10.htm](http://www-ilo-mirror.cornell.edu/public/english/employment/skills/recomm/instr/eu_10.htm))
13. **Using the structural funds for educational development**  
European Commission (2006): European Social Fund support to education and training – 2007-2013. Employment, Social Affairs and Equal Opportunities DG. Brussels, June 2006 ([http://ec.europa.eu/employment\\_social/esf/docs/educationandtraining\\_en.pdf](http://ec.europa.eu/employment_social/esf/docs/educationandtraining_en.pdf))
14. **Migration and education**  
European Commission (2008): Migration & mobility: challenges and opportunities for EU education systems: Green Paper. Brussels, 3.7.2008. COM(2008) 423 final. (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0423:FIN:EN:PDF>)
15. **Special needs education**  
European Commission (2003) Equal opportunities for people with disabilities: A European Action

Plan. Communication from the Commission  
([http://ec.europa.eu/employment\\_social/news/2003/oct/en.pdf](http://ec.europa.eu/employment_social/news/2003/oct/en.pdf))

16. **Foreign language learning**

European Commission Directorate-General for Education and Culture (2003): Working Group “Improving foreign languages learning” Progress Report. November 2003  
([http://ec.europa.eu/education/policies/2010/doc/language-learning\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/language-learning_en.pdf))

Commission of the European Communities (2005) Promoting Language Learning and Linguistic Diversity: An Action Plan 2004 – 2006. Communication From The Commission To The Council, The European Parliament, The Economic And Social Committee And The Committee Of The Regions Brussels, 24.07.2003 COM(2003) 449 final  
([http://ec.europa.eu/education/doc/official/keydoc/actlang/act\\_lang\\_en.pdf](http://ec.europa.eu/education/doc/official/keydoc/actlang/act_lang_en.pdf))

mode of evaluation: *1-5 grades*

<b>Reading list</b>
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### **Compulsory background readings**

All these texts are available electronically.

1. Field, John (1998): European Dimensions. Education, Training and the European Union. Higher Education Policy Series 39. Jessica Kingsley Publishers. London and Philadelphia. Chapter Two: Developing Policies for Education and Training, 1957-1992  
Chapter Three: Educating a Europe of the People: The 1990s
2. Hingel, A. J. (2001): Education policies and European governance. Contribution to the Interservice Groups on European Governance. European Commission Directorate-General for Education and Culture Education. DG EAC/A/1 (Development of Educational Policies). March 2001  
([http://ec.europa.eu/governance/areas/group12/contribution\\_education\\_en.pdf](http://ec.europa.eu/governance/areas/group12/contribution_education_en.pdf))
3. Pépin, Luce (2007): The History of EU Cooperation in the Field of Education and Training: how lifelong learning became a strategic objective. European Journal of Education, Vol. 42, No. 1, 2007
4. Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020 )

### **Recommended reading list:**

Gábor Halász (2003): European co-ordination of national education policies from the perspective of the new member countries. in: Becoming the best – Educational ambitions for Europe. CIDREE-SLO. Enschede. 89-118. p. (online: <http://www.ofi.hu/studies-articles-090617/european-co-ordination> )