Univerzita Karlova v Praze

Pedagogická fakulta

Implementation of the European dimension into the curriculum of lower secondary schools

Dissertation thesis – Disertační práce

Mgr. Ondřej Lochman

Tutor - školitelka: doc. PhDr. Eliška Walterová, CSc.

Praha 2009

Prohlášení

....

podpis autora práce

2

Acknowledgements

I would like to thank to doc. Eliška Walterová for supporting me during the work on this thesis and for her critical comments and recommendations.

I am grateful to Katarzyna Szajda for introducing me to schools in Poland, proving me by consultations on the Polish education system and attributes of Polish culture and assisting me during research in Polish schools.

Thomas Wilke belong my thanks for assisting me during the research in German schools and consulting the design of the research and issues of accuracy of German language.

I also want to thank to Damian Druzkowski for consulting the issue of accuracy of Polish language.

To Sean McDermott I owe my thanks for proof reading my thesis in English.

I would like to thank schools for their cooperation and the Visegrad fund for the financial support during my one year internship at the Wroclaw University.

Table of content

INTRODUCTION

My interests in the topic of the European dimension (furthered referred to as ED) in education and *Euroregion Neisse-Nisa-Nysa* (further referred to as *Euroregion Nisa*) were influenced by a personal pathway that was also influenced by different cultural realities. My studies at the *Technical University of Liberec, Faculty of education* brought me to the topic of citizenship and civic engagement. Since 2002 I have been working in a non-governmental organisation *PartnersCzech – Partners for democratic change* and giving trainings on the topic of citizenship and media education to teachers. When asking in the evaluation questionnaires about which other topics would need new didactical materials, teachers mostly mentioned the topic of Europe and European Union. This led me to take a closer look at what is being done within the topic. I also got more personally interested in the European topics and decided to attend a 3 week project *East-West Dialogue – link between Europe and Citizens* at *folk school* in Denmark. During these 3 weeks of living and learning with 60 peers from more than 20 European states I became eager to explore the topics of Europe, youth participation and European citizenship more closely. We founded, with co-students, a non-governmental organisation *LOS-Liberecká občanská společnost* that will this year celebrate its 6th birthday. Our aim is to promote cooperation within the *Euroregion Nisa* and bring issues of Europe

7

closer to students and pupils by carrying out international projects, initiatives and youth exchanges.

All these processes brought me to the point to start my doctoral studies. Further, I experienced a one semester internship in Frankfurt am Main in Germany and had the chance to observe the major debate and actions undertaken after the low outcomes of German pupils in the international study PISA. Moreover, I experienced a one year internship in Wroclaw, Poland. Here, during the pre-study of my research, I discovered how interested Poles are in Czech culture and what deep stereotypes pupils and students can have towards their neighbours.

ED in education is a wide concept and its content changes mainly due to the integration processes in Europe. Vivid personal experience, described above, was my motivation to closely analyse a complex education reality in the Euroregion Nisa and brought me to questions such as: *How do pupils understand Europe? Is there a sense of belonging among pupils to Europe? If understanding other cultures is one of the key competences of the ED, how do they see their neighbours? How much do pupils know about their neighbours and how much personal experience with them do they have?*

The aim of this thesis was to analyse how ED is implemented in the education systems of the Czech Republic, Germany (with the focus on the Free State of Saxony) and Poland and conduct empirical research that would identify, analyse, explore and compare understanding and attachment of/to Europe, and attitudes and knowledge of pupils towards/about their neighbours from the *Euroregion Nisa*. In order to achieve this complex aim the thesis has a character of theoretical analyses and empirical research. The thesis is structured into 4 chapters.

The First chapter introduces **the context** of the chosen scientific problem. Europe is changing in time and space and brings new realities and challenges that need to be reflected by changing approaches and content of the curriculum in education. The main factors that have initiated these changes are the European integration processes and globalisation. These factors bring rapid changes that are a source of easier communication and higher mobility, but also a strong influence of media on behavior of the society and a changeing role for schools as a traditional source of information.

The Second chapter consists of **theoretical analyses** that are connected to defined scientific problems and the research model. These analyses were necessary to conduct in order to understand the context of the national education systems and in order to develop the empirical

research. These analyses were the following: An analysis of the *rhetorical curriculum* of the implementation of the ED on the European level. The concept of the ED in education and ED in the political aims and strategic documents of key European institutions was analysed. Further analysis of the education systems of the Czech Republic, Germany (with focus on the Free State of Saxony) and Poland was done including analysis of the implementation of the ED into these education systems since 1989 up to 2009. In order to create a complex overview of implementation of ED into these 3 education systems, a comparison of the implementation of ED was done among these 3 states. The theoretical part is concluded with an analysis of approaches used for the implementation of the ED into the school curriculum.

The third chapter is the **empirical part** of the thesis. It introduces the reduced context for the empirical research of *Euroregion Nisa*. It also introduces the methodology of the empirical research and describes the pre-study that, together with the theoretical analyses, was a source for the formulation of the hypotheses of the research. This chapter also presents results of the research and verifications of hypotheses.

The fourth chapter is dedicated to **conclusions** of the verification of all formulated hypotheses, as a result of which, **recommendations** are proposed on implementation of the ED in the curricula of schools in the *Euroregion Nisa*.

1. Context

This chapter presents the overall context that determined and determines the ED in education. This context is influenced by the various meanings of Europe, integrative processes in Europe that were initiated after the end of the World Word Two and recent tendencies towards a globalised world. These various understandings and dynamic processes bring challenges that need to be reflected in the field of education.

1.1 Europe: concepts and understandings

The core of the ED is naturally Europe. Europe has various definitions and is a term that changes in time and space. Different time periods developed new movements that showed the sense of belonging to Europe in various dimensions. These were/are Europeanism or European citizenship that are connected to the European identity.

Europe

Nowadays Europe is a mirror of historical processes that can be found on geographical, political or cultural maps. Due to this Europe has many definitions. We can think of Europe as a **geographical area**. Dictionaries tell us that the word Europe denotes an important geographical reality, namely the worlds second smallest continent (slightly larger than Oceania[1]), actually a vast peninsula of Eurasia. It is often referred to as the old continent whose boundaries are the Atlantic Ocean in the west, the Arctic Ocean to the north, the Ural Mountains and the Ural River in the east, the Caspian Sea, Caucasus Mountains and the Black Sea in the southeast and the Mediterranean Sea as the southern boundary.[2] This definition causes the least problems, but still is not definite. If you just think of a centre of Europe you will have several states (among them Lithuania, Sweden or Slovakia) that have places

---

[1] Including Australia.

[2] SEEBAUER, R. (ed.): *Europaeische Dimensionen neu denken.* [European Dimensions – new thinking]. Wien: Mandelbaum Verlag, 2004. ISBN 3-85476-125-2. p. 91-92. English translation O.L.

declaring to be the centre of Europe. Boundaries cannot be drawn only geographically, but also politically, economically and, more often, culturally. The **cultural definition** of Europe describes it as an environment that consists of different groups of people, languages, religions, philosophies, and ways of living that were and are interacting among each other.

Thus, in the world's public and spiritual conscience there are several different **Europes** that are hardly identical in both size and contents.[3]

Europeanism

One of the streams expressing the sense of belonging to Europe is Europeanism. It can be defined as an awareness of a sense of belonging to a supranational society having a cultural character (civilization), which has remarkable characteristics and attributes that are different from other civilizations, with a specific spiritual orientation, cultural values and life style.[4]

Europeanism is built on the paradigm of **European values**. The essential basis is built on 6 columns (values, principles), which are responsibility, humanity, freedom, rationality, preciseness and tolerance.[5] These are based on the Hellenic and Antic societies and later on the humanistic. The concept of Europeanism is being today challenged by the development of the multicultural society in Europe, especially by migration from Africa and central Asia. Therefore the meaning of Europeanism is today losing its strength and the concept of European citizenship is replacing it because it incorporates the political dimension and inclusion of migration processes.

European citizenship

A **Traditional view** on citizenship can be defined as belonging to a national identity, which is put in practice through a set of rights and duties that rule the relationship between the state and individual or social groups.[6] This concept started to be challenged due to European

---

[3] SEEBAUER, R. (ed.): *Europaeische Dimensionen neu denken*. [European Dimensions – new thinking]. Wien: Mandelbaum Verlag, 2004. ISBN 3-85476-125-2. p. 92. English translation O.L.

[4] WALTEROVÁ, E., JEŽKOVÁ, V. *Žijeme v Evropě*. Praha: UK – PedF, 1999. ISBN 80-86039-82-X. p.24. English translation O.L.

[5] WALTEROVA, E.: *Výchova k myšleni v evropských a globálnich souvislostech* [online] [Education towards thinking in European and global contexts] [cit. 10.06.2009]. Available at WWW: < http://www.rvp.cz/clanek/6/112 >. p 15. English translation O.L.

[6] MORO, G.: *The Lab of European Citizenship*. [online] [cit. 12.04.2009]. Available at WWW: http://www.fondaca.org/file/Archivio/ArticoliePaper/02_the_Lab_Of_European_Citizenship.pdf

11

integration processes, hand in hand with migration. European citizenship is a concept that started to be used as a partial answer and action on these processes. The EU, being aware of the situation, established in the treaty of Maastricht the **citizenship of the European Union,** giving citizens of the member states of EU an additional citizenship that provided a certain set of rights.[7] Within the language of the wider public citizenship of the Union has been transformed into the term European citizenship. EU citizenship has become a concept where identity is displaced from national level to the European level, but it doesn't imply a certain legal responsibility and is an additional citizenship, therefore it is a new concept that is hard to define. European citizenship has, however, one more concept that is reacting to the multicultural concept of citizenship. The concept of European citizenship based on the **sense of belonging** is a concept that is supported by the CoE. As mentioned, traditional citizenship has a set of rights and duties. EU citizenship doesn't have these, but is still a concept of a legal citizenship. In a **multicultural society,** which is characterized by migration and multi-dimensional national or ethnical identity of an individual, legal concepts have just a practical understanding without the sense or responsibility for wider group.

The perspective on European citizenship through sense of belonging to certain groups and places is based on humanistic values and sense of responsibility for these groups and environments[8]. Here we can speak about active European citizenship, where responsibility is being performed by actions in society. This approach is **close to Europeanism** on the level of values, however is more focused on responsibility.

European citizenship also brings new challenges. It endangers the concept of the national state and brings a tendency towards a Eurocentric approach that challenges European openness to migration and influences from outside of Europe. Many times Europe is described as *Fortress Europe* that can not easily be accessed. **Eurocentrism** is thus a danger that must be taken into consideration when designing curriculum units within the ED. It has even been argued that

---

[7] The core rights conferred by citizenship under Part Two of the EC Treaty are: freedom of movement and the right of residence within the territory of the Member States; right to vote and stand as a candidate at elections to the European Parliament and at municipal elections in the Member State of residence; right to diplomatic and consular protection; right of petition to the European Parliament; and right to refer to the Ombudsman.

[8] MERRY, P. (ed): *Under construction – Citizenship, youth and Europe.* Strasbourg: CoE Publishing, 2003. ISBN 92-871-5228-4. p. 37.

Learning for Europe is an inappropriate expression, since *for Europe* could also simply imply *against others*.[9]

On the other hand, Europe is aware of the need to build up a common Europe with strong inner cooperation and, as recent surveys show, there is a long way to go before *"citizenship of Europe"* is of significance to the sense of self for the overwhelming majority of young people living in Europe.[10]

1.2 European integration as a basis for ED in education

After the 2nd World War, European countries, being too aware of the danger of **Cold War,** started to search for effective recipes for ensuring security in Europe. An additional factor that deepened the danger was the War in Korea in 1950. In 1952 there was a first attempt to establish a European Security System, but the treaty was never signed and adopted. However the process of thinking that integration could strengthen the position of European countries on the global level started to be present in political agendas. The first formal roots of European integration had a strictly economic character. The European Community of Coal and Steel was established in 1951.

Only after the **fall of the iron curtain** did the integration process started to evolve into different aspects of European communities. After the establishment of the European Union in 1992, new directions in integration appeared. The **Cultural and social dimension** started to have equal importance to the political and economic one. Finally, Europe started to approach a common security and foreign policy. After the Maastricht Treaty, two more treaties had meaningful influence on the current picture. The **Treaty of Nice,** which came into power in 2003, was mainly connected with preparation of the Union for enlargement, with division of seats and decision-making systems in various EU institutions. Another step further is the **Treaty of Lisbon** from 2007, where reforms and competences that strengthen the role of the

---

[9] LUCHTENBERG, S.: *The European dimension and multicultural education: Compatible or contradictory concepts?* In WINTHER-JENSEN, THYGE (Ed.): *Challenges to European Education: cultural values, national identies, and global responsibilities*, Frankfurt am Main, 1996, ISBN: 3-631-49908-6. p.291.

[10] FORBRIG, J. (ed.): *Revisiting youth political participation – challenges for research and democratic practice in Europe*. Strasbourg: Council of Europe Publishing, 2005. ISBN 92-871-5654-9. p.130.

EU are incorporated. This treaty was supposed to be adopted by January 2009, but it has not been adopted by all member countries yet.

European integration is also represented by the **Council of Europe,** which is an intergovernmental organisationestablished in 1949. Its aims include the protection of **Human Rights** and **democracy**, and puts high stress on cultural cooperation. Nearly all European countries are nowadays members of the Council of Europe (47 members). The Council of Europe is one of the main promoters of **education for active democratic citizenship** and **human rights education**.

There is an ongoing dispute whether the European Union can be seen as an international organisation, federation or unique platform of cooperation between countries and what should the role of the CoE be. Those are disputes among politicians. For everyday people European Union means traveling without queues at borders, working abroad, or more often working without borders - due to ICT tools and the Euro. The process of European Integration is historically unique and, up to now, the most successful attempt at unifying Europe.

1.3 Globalisation

Globalisation can be defined as an array of recent transformations at the macro-level that tend to cluster together, reinforce each other and produce an ever accelerating cumulative impact. All of these changes have something to do with encouraging the number and variety of exchanges between individuals and social groups across national borders by compressing their interactions in time and space, lowering their costs and overcoming previous barriers – some technical, some geographical, but mostly political. By all accounts, the driving forces behind globalisation are economic.[11]

The process did start through economic connections, but it influences all other spheres of life of nearly every individual. The **Internet** is bringing totally new opportunities, which were not available 15 years ago. It impacts both on the **labour market**, which in some areas became virtual and on **education**, opening new possibilities of e-learning, but also giving totally new

[11] Youth Directorate Council of Europe Publishing: *The participation of young people*. Strasbourg: Council of Europe Publishing, 1997. ISBN 92-871-3235-6. p.15.

access to information on any topic. This is a meaningful opportunity but also a new threat. These rapid changes brought the need to focus more on the competences of **critical thinking** and moved schools even more into the role of being a learning space on developing how to work with information and not providing information. The question is still, to what extent education systems in different countries have managed to face this challenge.

Globalisation has brought new issues to the field of education. State curriculum started to reflect globalisation by incorporating issues about global environmental problems, the global economy and sustainable development. The focus is put on raising awareness about global issues and shows the direct link to individual influence. In order to encourage pupils to act in accordance with sustainable development UNESCO is one of the main promoters of the **education for sustainable development and global education.**

Global issues are directly linked to the mobility of people. Migration of individuals and communities of people is a challenge that Europe has to face and will continue to face for the foreseeable future. Homogeneous states having a **dominant national group**, which uses state to privilege its identity, language, history, culture, literature, myths, religion[12], were practicing the concepts of assimilation or exclusion of non-dominant groups. This practice highly challenges social structures and concepts of a welfare state and is due to the migration facts changing.

Education systems face two main challenges. First of all the high speed of changes powered by ICT – systemic reforms and reforms of curriculum need a few years for implementation before the system will work efficiently. Secondly – "mass" education was, is and will continue to be knowledge based, though the tendency is to put stress on attitudes and skills. The question is how far schools can go with an individual approach towards each pupil taking into consideration the nature of the system.

---

[12] KYMLICKA, W.: *Multicultural states and intercultural Citizen.* In *Theory and Research in Education.* London: Sage Publications, 2003. p. 149.

2. Theoretical part

2.1 European dimension in education

2.1.1 Roots of European dimension in Education

Europe, European integration, European identity or *European citizenship* became often used words in various documents of national strategies and legislation of European states especially after the collapse of the communistic block and at the start of the new millennium. This trend has at least 4 roots.

The first root can be seen as a change of direction **away from the nation-centric view of Europe** that has been developed in Europe since the 18th century. The process towards the creation of national states was accompanied by nationalistic deformations in connection with one-sided rationality, scientists and normative conceptions of education that all contributed to European disintegration[13] These approaches brought Europe to both world wars and this global breakdown stimulated the movement towards trans-national Europe.

The second root can be seen in the process of **European integration among western European states from 1949 to 1989.** The integration process that started on the 9th May 1950 with the Schuman declaration, which proposed a foundation of a coordinative organisationthat would, instead of individual national states, coordinate coal and iron industry[14], led to integration among western democratic states and influenced the concept of ED strongly with principles of democracy, pluralism and open society.

The third root can be seen in **the need of the post communistic countries to become part of** the integration processes in Western **Europe.** This need was mainly connected with the dream to have once more a European identity that would not be influenced by soviet and later Russian political influence. Vaclav Havel described this dream in his speech in the Parliamentary Assembly of the Council of Europe on the 10th May 1990: We dreamt about

---

[13] WALTEROVÁ, E. *Objevujeme Evropu : kniha pro učitele* [Discovering Europe - Book for teachers]. Prague: Pedagogická fakulta UK, 1997. ISBN 80-86039-27-7. p. 131. English translation O.L.

[14] Ekonomická fakulta VŠB: *Učíme a učíme se o Evropské Unii.* [Teaching and learning about European Union]. Ostrava: Ekonomická fakulta VŠB, 2006. ISBN s80-248-1261-4. p. 9.

Europe without bared wires, high walls, artificially divided nations and gigantic storages of ammunition, about Europe being out of schemes of blocks, about European politics based on mutual respect to a human and his rights, about politics, which will not be sub-ordered to temporary and particular interests. Yes, we have dreamed about Europe as a friendship society of independent nations and democratic states.[15] This need had an economic dimension, which resulted in the priority of post-communistic states to access the European Union.

The fourth root is based on the **high level of migration in Europe**. For example in the year 2006 the total number of immigrants to the EU-27 Member States was 3.5 million, more than half of this number was received by Spain, Germany and UK.[16] This migration process brings the need to develop intercultural skills for European citizens to be able to overcome cultural barriers.

For all these reasons, from the start of the nineties of the last century and especially since the approval of the Maastricht treaty, the ED and the fostering of European citizenship became one of the main priorities of the education policy of the European Union and of the Council of Europe. Both of these institutions have undertaken concrete steps to promote the ED in education that resulted in a common **Partnership of the Council of Europe and European Commission in the field of youth.**[17]

2.1.2 European dimension: The Concept

What is a European dimension in education? This is a question – in accordance with Grundtvig's ideas – of developing young people's capacity for actions and the assumption of responsibility for oneself and others as citizens of a Europe where the most important social problems are no respecters of national borders.[18] It is **a principle**, which should run through the entire education system. It should give to education a wider European perspective, open

---

[15] HAVEL,V.: Evropa jako úkol. [Europe as a task] Prague: Grafické podniky Kusák, 2005. ISBN 80-86734-75-7. p. 7.

[16] EUROSTAT. *Recent migration trends: citizens of EU-27 Member States become ever more mobile while EU remains attractive to non-EU Citizen.* Luxenbourg: Office for Official Publications of the European Communities, 2008. ISSN 1977-0316. p. 2.

[17] The Partnership of European Commision and Council of Europe has its specific objectives and priorities that can be found on [online] [cit. 08.06.2009]. Available at WWW: < http://youth-partnership.coe.int>.

[18] HEIDENMANN, TOVE: *Europe in Education – Portraits of twelve Danish pioneer schools,* Kopenhagen, FPU, 1993, ISBN 87-89146-26-3. p.16.

new horizons of global thinking and intercultural understanding.[19] It is crucial to underline that **European dimension** (further referred as "ED") and European integration are not related just to one range of topics, but mingle with the political, economic, cultural social dimension of everyday life as well. Therefore ED in education is not related just to one single subject or thematic field, but should be an integral attribute of the entire curriculum of any school. A school curriculum should be designed to support the process of strengthening common European values such as democracy, human rights, solidarity, tolerance and equity. It is not just a question of acquiring knowledge, but also of acquiring insight and attitudes though personal experience.

ED started to be more frequently used as a term at the end of the nineteen-eighties. Before these years most of the policy documents refer to **European education** or **European awareness**. In 1983 the CoE adopted the *Recommendation concerning the promotion of an awareness of Europe*. This document pre-determined the objectives and content of the ED. It consists of the following 2 **aims**:

- In spite of any differences of content, these programmes should encourage all young Europeans to: show respect for, and solidarity with, peoples of other nations and cultures; see themselves not only as citizens of their own regions and countries, but also as citizens of Europe and of the wider world.

- All young Europeans should be helped to acquire: a willingness and ability to preserve and promote democracy, human rights and fundamental freedoms; the knowledge and skills needed to cope with life in an interdependent world, characterised by diversity and by constant and rapid change; an understanding of their common cultural heritage, its contribution to other civilisations, and the debt which it owes to those civilisations; an awareness of the institutions and organisations set up to promote European cooperation and a willingness to support their ideals and activities.

Furthermore, the document proposes the **content** for promotion of European awareness that is described by the following themes: the prevention of war and the non-violent solution of conflict; the conservation of European cultural heritage; the impact of migration; the

---

[19] WALTEROVÁ, E. *Objevujeme Evrop : kniha pro učitele* [Discovering Europe - Book for teachers]. Prague : Pedagogická fakulta UK, 1997. ISBN 80-86039-27-7. p. 132. English translation O.L.

18

preservation of ecological balance; the best use of energy and natural resources; changing needs in communications and trade; relations with developing countries.

This recommendation served as one of the essential documents, among the Resolution on the ED in education of ministers of the European Community from 1988 and Recommendation on ED in education of CoE from 1989, to Margaret Shennan to develop the first complex concept of the ED in education. The concept understands Europe as a complex of time, space and culture and clarification of contexts among these attributes. The 3 main directions towards implementation of the ED in education are: learning **ABOUT Europe**, **FOR the life in Europe** and **THROUGH Europe**. This concept, as already mentioned, shows ED as a complex notion that implies not just learning focused on knowledge but learning by experience, sharing experience and the focus on critical thinking.

Learning WITHIN Europe

Learning ABOUT Europe

SKILLS

TIME

KNOWLEDGE

EUROPE

AREA

CULTURE

ATTITUDES AND VALUES

Learning THROUGH Europe
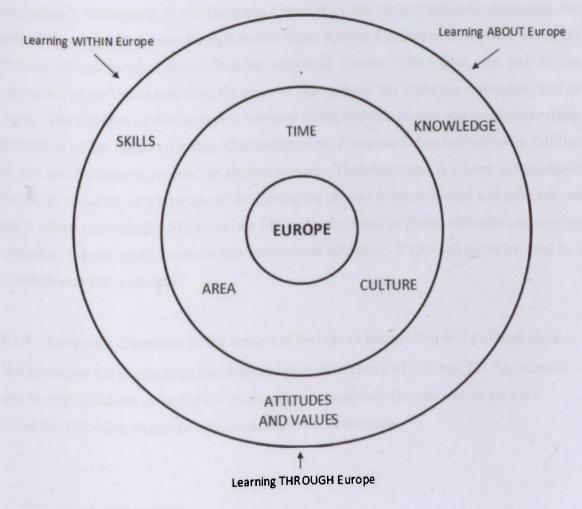
Figure 1. The European dimension: Concept M. Shennnan 1991

19

The ED in education is, since the definition of the term, under the influence of at least two European institutions. The **European Community** (later EU) and the **CoE** both influenced the aims and content of ED in education. The European Community was and is applying the political and socio-economic emphasis, whereas the CoE places the emphasis on human rights, democracy and peace. During the late eighties both of the institutions started to use the term **European citizenship**. When analyzing the content of policy documents, we can find many cases where these terms were interchangeably used. Here we have to understand that the ED in education carries a passive notion and gives the basis and structure for European citizenship, which can be understood as the active attribute of ED in education.

When thinking of European integration we have to keep in mind that by entering the community of European Union states, citizens of the Czech Republic have obtained a second citizenship[20]. Citizenship of the European Union does not replace national citizenship, but gives citizens an added value through certain rights such as freedom of movement within the territory of the member states. Besides equipping citizens with rights, the aim of the citizenship of the Union is to raise the sense of belonging to the European community and its values. The ambition of this concept is however facing implementation and awareness-raising difficulties within the social reality. Citizenship of the European Union has not so far fulfilled its aim and for citizens remains an abstract concept. Therefore there is a need to implement the ED in education as a principle of facilitating the process towards change and reflection on one's values and attitudes. Moreover, the ED is closely linked to global education, citizenship education, human rights education and intercultural education. It also can be understood as a common **superior principle**.

2.1.3 European dimension in the context of European integration and political aims

In this chapter ED in education was analyzed in the documents of CoE and EU. Resolutions and recommendations in the field of education were analyzed. The research terms were: European Dimesion, European Education, European Awareness.

---

[20] Concept of citizenship of the European Union was established by the *Treaty of Maastricht* on the 7.2.1992 and described by articles 17-22 and 225.

From ground zero to Maastricht

The establishment of the **Council of Europe** in 1949 and the foundation of the European Community by the **Treaty of Rome in 1957** can be understood as a modern process of European integration. This peaceful uniting process has been continuing for **60 years** already; however the first documents mentioning the ED in education can be found not earlier than in the second half of the seventies of the last century and only precisely mentioned at the end of eighties. The European community is focused on economic cooperation and education as a priority appears for the first time in the **Single European Act** in 1986. The Council of Europe has mainly done work in the field of human rights, peace education and support of education projects in the former east communistic block. Conceptual work on ED in education was initiated in 1988 and this work resulted in the partnership of the European Commission and the Council of Europe in 1998.

The economic focus of the European community led to support of vocational training especially on the tertiary level. These tendencies resulted in the creation of the Erasmus program[21] after the signing of the Single European Act.

The very first document connected to the ED can be seen as **Resolution (64) 11 on the civic and European education** of the Council of Europe, which was adopted by the Ministers' Deputies on 6th October 1964. The resolution considers that an individual today is no longer merely a citizen of his own country, but also of Europe and the World and that is why it is an imperative duty of secondary education to inculcate into its pupils an awareness of European facts and problems[22] and recommends contributing to **European consciousness** by proposing 10 recommendations. This resolution was for a long period of time left with having no real response and follow up policy.

In terms of the ED being recalled, the year **1976** was the first time when ED was clearly stated in a legal document of an international institution. **The resolution of the Council of Ministers of Education of the European Community** In 1976 the Ministers resolved:

- to give a European dimension to the experience of pupils and teachers in primary and secondary schools in the Community; and that

---

[21] The ERASMUS programme (European Region Action Scheme for the Mobility of University Students), is a European student exchange programme established in 1987 and based on the Single European Act. It forms a larger part of the European Union's Lifelong Learning Programme 2007–2013 in the field of higher education.

[22] *Resolution on the civic and European education (64) 11*of the Council of Europe adopted by the Ministers' Deputies on 6th October 1964. p.2.

- Member states will promote and organise educational activities with a European content.

The Council of Europe Committee of Ministers adopted on the 18th April 1983 the *Recommendation concerning the promotion of an awareness of Europe,* which recommends the governments of the member states ensure that this recommendation is distributed as widely as possible among all persons and bodies concerned with the promotion of an awareness of Europe among pupils and teachers. The recommendation further proposes principles for the guidance of promotion of an awareness of Europe in secondary schools by defining the aims, approaches, content, methods, teacher training and ways of monitoring and evaluation.[23]

Further support of cooperation in the field of education was stated in the **Solemn Declaration on European Union,** which was adopted by the heads of state or government of the Member states of the European Communities that met within the European Council in Stuttgart on the 19th June 1983. Among the other objectives the declaration also proposes a closer cooperation between establishments of higher education, including exchanges of teachers and students.[24]

The European council met again in Fontainebleau in 1984 and The **Fontainebleau Declaration** mentions the need for the support of European and global responsibility in the education of European citizens[25]. The meeting also introduced the European passport. Meeting in Fontainebleau was already a preparation for the European Community towards the adoption of the **Single European Act in 1986.**

The first official document of the European Community that was focused on the ED in education, the **Resolution on the European Dimension in teaching,** was accepted by the Council of Ministers on the 24th May 1988. The objectives of this resolution are to strengthen the ED in education by launching a series of concerted measures for the period 1988-92:

- Strengthen in young people a sense of **European identity** and make it clear to them the value of European civilization and of the foundations on which European peoples

[23] *Recommendation concerning the promotion of an awareness of Europe R (83) 4,* adopted on the 18th April 1983 by the Committee of Ministers of the Council of Europe. p. 1-3.

[24] *Solemn Declaration on European Union* of the European Council of 19th June 1983, p.3. [online] [cit. 01.06.2009]. Available at WWW: <http://aei.pitt.edu/1788/>.

[25] WALTEROVÁ, E. *Objevujeme Evropu : kniha pro učitele* [Discovering Europe - Book for teachers]. Prague: Pedagogická fakulta UK, 1997. ISBN 80-86039-27-7. p. 133. English translation O.L.

intend to base their development today that is in particular the safeguarding of principles of **democracy, social justice** and respect for **human rights** (Copenhagen Declaration, April, 1978).

- Prepare young people to take part in the economic and social development of the community and in making concrete progress towards European Union, as stipulated in the European Single Act.

- Make them aware of the advantages which the Community represents, but also of the challenges it involves, in opening up an enlarged **economic and social area** to them.

- Improve their **knowledge** of the Community and its Members States in their **historical, cultural, economic and social aspects** and bring home to them the significance of the co-operation of the Member States of the European Community with other countries of Europe and the world.[26]

The resolution, then explicitly calls for:

- **Integration of the European dimension in education systems** and in the curriculum

- **Development of teaching materials** which take the resolution's aims into account

- Particular attention put on **teacher training**

- Favouring the **mobility of pupils and teachers** in order to give them an opportunity to **share** cultural knowledge through concrete experience, and to promote foreign language learning.

The text of the resolution is partly open and by this allows various ways of implementation of ED. However it also brings the question what ED is and how should it be developed. As the European Community had in 1988 twelve countries we can speak more about a community dimension as Europe is understood by many more countries. As there were no educational guidelines or defined competences of the ED then ED could be understood in many ways as a school subject, school principle, a state of mind or a way of being, or …?[27] Perhaps in order to answer these questions the Commission specified a working group to monitor the actions undertaken.

---

[26] *Resolution on the European Dimension in teaching* approved by the Council of Ministers on the 24th May 1988.

[27] MONTANE, M., BORDAS. I.· *The European Dimension in secondary education*, Barcelona, 1993. ISBN 84-600-8599-6. s. 23.

The CoE reflected the resolution of the European Community by adopting a **Recommendation on the European Dimension in education** on the 22nd September 1989. The document considers the rapid changes in Eastern Europe and recommends that the Committee of Ministers further develops the ED of education in close cooperation with the European Community and UNESCO in particular focusing on in-service training of teachers; putting emphasis on ongoing work on the teaching of history and modern languages; initiate research into the ED in new subjects (such as economics, environmental education, the visual arts, music and the sciences).[28] Both documents, focused explicitly on the ED in education, are remarkable two main focuses that are: the teacher training and implementation of ED into the curriculum either by changing the curriculum or developing teaching material. The Resolution of the European Community became the grounds for articles 126 and 127 of the **Maastricht Treaty on The European Union** that was adopted in 1992. In relation to the content of education and training of teachers the following aims were defined:

- developing the European dimension in education, particularly through the teaching and dissemination of the **languages** of the Member States;

- encouraging **mobility** of students and teachers, inter alia by encouraging the academic recognition of diplomas and periods of study;

- promoting co-operation between educational establishments;

- developing **exchanges of information and experience** on issues common to the education systems of the Member States;

- encouraging the development of youth exchanges and of exchanges of socio-educational instructors;

- encouraging the development of distance education.[29]

The Maastricht Treaty brings the **new aspect in terms of competences** and allows the EU to adopt binding documents in the field of education, but which are in accordance with the principle of subsidiary by the Maastricht Treaty, where all Member states are obliged to implement the ED into their national curriculum.

---

[28] *Recommendation on the European Dimension in education 1111 (1989)* adopted by the Committee of Ministers of the Council of Europe on the 22nd September 1989, p.1.

[29] *Maastricht Treaty, p. 26* [online] [cit. 1.6.2009]. Available at WWW: <http://www.eurotreaties.com/maastrichtec.pdf>.

The issuing of the political documents that foster ED in education **prompted feedback from the member states** and led to joint trans-national initiatives. Nevertheless we have to be aware of the fact that every state has autonomy over its education system. Therefore the approaches of the ED in education that have been implemented vary in different education systems and cultures. "After the creation of the common European market in the year 1993 the member states decided to move towards different directions. Spain, Ireland and United Kingdom decided on the in depth **reform of** their **education system** and **curriculum**. Spain prolonged the mandatory school attendance up to age of 16. Ireland changed the system of final exams on the secondary level. U.K. implemented detailed changes of the national curriculum according to the aims of the ED."[30] These changes had already been stimulated by the resolution of Ministers in 1988. The U.K. government adopted the following objectives that were attained to promote the resolution: helping pupils and students to acquire a view of Europe as a multicultural, multilingual community which includes the U.K.; encouraging awareness of the variety of European histories, geographies and cultures; preparing young people to take part in the economic and social development of Europe and making them aware of the opportunities and challenges that arise; encouraging interests in, and improving competence in, other European languages.[31]

The Netherlands and Portugal decided to create ad hoc structures. In order to connect the local community and school and fulfil the aims of the ED in education, in Portugal more than **400 European clubs** were created. The Dutch curriculum provide the settings, so every school can decide of what kind of ad hoc body to create and on how to "bring Europe to schools". Denmark considered the adoption of central policy documents inappropriate[32] and declared the long tradition of folk schools. Germany and Italy declared in political documents that their curriculum is already focused, not just on their own cultural area, but has in-depth European focus. Therefore just single actions can be recorded, as enlarging the lesson plans or making the emphasis on the new innovative educational methods. European clubs or other ad hoc structures also occurred in Germany, especially after the signing of the Lisbon declaration in 2001, but this depended on each of the federal areas.

---

[30] MONTANE, M., BORDAS. I.· *The European Dimension in secondary education*, Barcelona, 1993, ISBN 84-600-8599-6, s. 22.

[31] PECK, B.: *Teaching and education for a new Europe*, New York: Nova science Publisher, 1997. ISBN 1-56072-386-6. p. 85.

[32] BELL, GORDON: *Developing a European Dimension in Primary Schools*, London: David Fulton Publishers Ltd., 1991. ISBN 1-85346-170-9. p.83.

The Maastricht Treaty was the first document to transmit ED to **the primary and secondary level of education**. To the group of European education programs **Tempus, Petra and Youth for Europe** was added program **Comenius,** focused on primary and secondary education.

These European educational programs have been continuously transformed with every new 7 years budget of the European community. During the years 1999 -2006 the Socrates set of programmes transformed into its second phase Socrates II, which included general educational programmes such as: **Erasmus** (support of student mobility), Commenius (focused on education at the primary and secondary level). On the other side are programmes that have a thematic focus: **Lingua** (programmes focused on mastering foreign languages) or **Minerva** (support for the usage of information and communication technologies).[33]

From Maastricht to enlarged learning society

Following the Maastricht Treaty the so-called **Green Paper on the ED** in education was published in 1993. The document was, adopted by the European Commission on 29.9.1993. The objectives of the Green Paper are linked to three main areas and actions: contributing to European citizenship; offering opportunities for improving the quality of education; preparing young people for their integration into society and for a better transition to working life. To these areas are defined the following **general objectives** to which schools should contribute to:

- equality of **opportunity** for everyone;

- giving all young people a **sense of** their **responsibilities** in an independent society;

- **developing pupils´ ability to act autonomously,** to make judgments, to assess matters critically and to make and adapt to innovations;

- enabling all young people to achieve their full potential in their working life and in their own personal development, especially by developing their taste for **life-long learning;**

---

[33] GRÖSCHLOVA, A.: *Zavádění evropské dimenze do školního vzdělávání.* [Implementation of the European Dimension in Education into school education] In A. GREGER, D.. JEZKOVÁ. V. (ed.) *Školní vzdelavani. Zahraniční trendy a inspirace* [School education: Foreign Trends and Inspiration]. Praha: Karolinum, 2007, ISBN 80-246-1313-1. p. 73.

- giving pupils training and qualifications which will facilitate their transition to working life, in particular though being able to **master technological change.**[34]

To achieve these objectives the Green Paper proposes the following **7 main strategies** that should facilitate the change: Cooperation through mobility and exchanges; the training of teachers and others involved in education; the development of language teaching; distance learning through multimedia systems; the promotion of innovation in teaching; the exchange of information and experience; the experience of the European schools.

The Green Paper was a preceding document that resulted in the in-depth strategy document of the European Union that was adopted in 1996. It was the **White Paper on education and training called "Teaching and learning: Towards the learning society".** It simultaneously provides an analysis of changes in society that had an important impact on education and attains guidelines for actions in the fields of education and training. It set a general direction that is heading towards a learning society that invests in education and promotes principles of equity and inclusion in education.

The document defines the **three factors** of upheaval:

- The impact of the information society
- The impact of internationalization
- The impact of scientific and technological knowledge[35]

The Paper sets the 2 main streams of proposals to respond to these factors. The first approach is to focus on **developing a broad knowledge base** that would enable each individual to understand complex situations, grasp the meaning of important social and cultural processes and to be able to solve these situations creatively. The second response to the changes in European society is to focus on **developing everyone's employability and capacity for economic life.** The document foresees the prolongation of comprehensive learning and wider offers of opportunities in tertiary schooling accompanied by developing structures for mobility of students and recognition of certification and diplomas.[36]

---

[34] *Green Paper on the European dimension of education.* p. 5 [online] [cit. 1.6.2009]. Official document downloadable at WWW: <http://aei.pitt.edu/926/01/education_on_COM_93_457.pdf>.

[35] White Paper. *Teaching and Learning. Towards the learning Society.* Luxemburg. Office for Official Publications of the EC 1996. p. 5.

[36] WALTEROVÁ, E.: *Objevujeme Evropu : kniha pro učitele* [Discovering Europe - Book for teachers]. Prague: Pedagogická fakulta UK, 1997. ISBN 80-86039-27-7. p. 124. English translation O.L.

In terms of the ED in education it has highlighted that promoting the ED in education and training has become a necessity for efficiency in the face of **internationalisation** and to avoid the risk of a watered-down European society. If it is to preserve its diversity, its wealth of traditions and structures, Europe has to become - and increasingly so as successive enlargements come about - a focal point of action through the essential cooperation in these fields between the EU and its Member States.[37]

The second part of the document is dedicated to action guideline proposals towards building the learning society. The guideline proposals consist of five **general objectives**[38]:

- **encourage the acquisition of new knowledge** by recognition of skills (designing a personal skill card, developing a European accreditation system covering technical and vocational skills), supporting geographical mobility (developing the generation of the system of "credit" transfers -European Credit Transfer System – ECTS, lowering the legal and administrative obstacles), multimedia educational software.

- **bring schools and the business sector closer together** by developing apprenticeship and training schemes mainly along the ERASMUS programme, giving wide support of vocational learning.

- **combat exclusion** by founding second change schools based on the idea to provide youngsters excluded from the education system, or about to be, with the best training and best support arrangements to give them self-confidence, widening the European Voluntary Service that provides young people with a chance to engage in an activity serving the common good, either in their own country or in a developing one.

- **develop proficiency in three European languages** by starting language teaching at the pre-school level as it seems essential for such teaching to be placed on a systematic footing in primary education, with the learning of a second Community foreign language starting in secondary school. It could even be argued that secondary school pupils should study certain subjects in the first foreign language learned, as is the case in the European schools. Upon completing initial training everyone should be proficient in two Community foreign languages.

---

[37] *White Paper. Teaching and Learning. Towards the learning Society.* Luxemburg. Office for Official Publications of the EC 1996. p. 31.
[38] Ibid. p.36.

- **treat capital investment and investment in training on an equal basis** by financial programmes to support those carried out by the Member states in their own countries.

The White Paper on education remains to this day the key document for the future of Europe in the field of education. It stimulated actions that led to great development of life long learning programmes such as Commenius, Erasmus or Youth in Action. It served as a guideline for its Member states to make the crucial changes in their education systems and legislation and in the end it became a basis for the Lisbon strategy.

Lisbon strategy focus is aimed at the economic and social development of the member states and the emphasis is given to language teaching, development of digital and technological competences and innovation. The strategy was launched in March 2000 and the focus is mainly towards the two priorities: investing in people and modernising labour markets and investing in knowledge and innovation. The socio-economic role of education is clearly seen.

Rapid changes in the European area and the need to coordinate proposals for strategies and actions led to a **Partnership between the Council of Europe and the European Commission in the field of Youth** that was created in the year 1988. The general aim of the Partnership is to provide an added value to the programmes of the two institutions and their institutional partners. It has taken the form of consecutive agreements focusing in a first stage on "European Youth Worker and Youth Leader Training", complemented in 2003 by two further covenants, one on "Euro-Mediterranean youth co-operation" and another one on "Youth Research". From 2005 both partners strengthened co-operation and established one single Partnership Agreement with the aim of providing a lasting framework for the joint development of a coherent strategy in the field of youth worker training, youth policy and youth research.[39] The four general objectives of the current agreement (1 January 2007 – 31 December 2009) are: Citizenship, participation, human rights education and intercultural dialogue; Social cohesion, inclusion and equal opportunities; Recognition, quality and visibility of youth work and training; Better understanding and knowledge of youth and youth policy development. The objectives are achieved by conducting **European citizenship training courses**[40] for youth workers and youth leaders, which are co-organised by SALTO

---

[39] *The Youth Partnership* [online] [cit. 30.5.2009] available at WWW: <http://www.together50years.eu/EN/cult_train/training_youth.htm>.

[40] Outcomes of the training courses of the Youth Partnership [online] [cit. 30.5.2009] available at WWW: <www.european-citizenship.org>.

Training and Cooperation Resource Center[41]; Conducting thematic training courses and seminars on the themes of HRE, intercultural dialogue, youth policy development and cooperation in Euro-Mediterranean regions and by continuously developing the European Knowledge Centre on Youth Policy (EKCYP).[42]

These actions were initiated on the back of the strategic document that is the **White book on European youth**, which was named "**A new impetus on the European youth**". It focuses on European youth and their life **out of the formal learning system** generally, proposes to widely support "participation, voluntary service, information, improving the public authorities' awareness of young people's concerns, and more generally any other subject which might contribute to the development and recognition of activities on the youth front (e.g. youth work, youth clubs, street work, projects to foster a sense of citizenship, integration, solidarity among young people, etc.) for that part which is not covered by other political processes such as employment, social integration and education."[43] The document highlights the **ED as an essential principle** and that it is important to give the ED to youth-related activities, with a view to boosting the effectiveness and synergies, while safeguarding and stressing the degree of responsibility proper to each level of action. This is what consulted young people are calling for; it is what the European Parliament supports and it is what the Member States are advocating, as was made clear during the Commission's consultation exercise. The ED will create a sense of dynamism on the ground, and will stimulate creativity, **encourage the exchange and comparison** of good practices, and foster national and European recognition of what individuals and youth organisations are doing on the local or regional scene. It will help to create a common vision and give a better idea of youth-related issues, and will make it possible to work more effectively, collabouratively, and by deciding on common objectives.[44]

---

[41] The resource centre functions online at www.salto-youth.net. It is a network of 8 Resource Centres working on European priority areas within the youth field. It serves as a provider of youth work and training resources and organises training and contact-making activities in order to support organisations and National Agencies within the frame of the European Commission's Youth in Action programme.

[42] Objectives of EKCYP and database of good practices [online] [cit. 30.5.2009] available at WWW: <http://www.youth-partnership.net/youth-partnership/ekcyp/index>.

[43] *A new impetus for European youth – European Commission White Paper.* Luxemburg: European communities' official publication office, 2002, ISBN 92-8942189-4. p.22. The document [online] [cit. 30.5.2009] available at WWW: <http://eur-lex.europa.eu/LexUriServ/site/en/com/2001/com2001_0681en01.pdf>.

[44] Ibid. p. 5.

Since 2001 there was no crucial text considering the ED in education adopted by the EC, however there are partial texts that were adopted in the European Parliament. The CoE made a reflection on the social changes in Europe and in 2004 adopted the **Recommendation on the Education for Europe.** The Parliamentary Assembly recommends that the Committee of Ministers call on governments and the appropriate authorities of member states to take initiatives to promote education for Europe especially by:

- adapting the educational curriculum in order to add a European dimension to subjects already taught in primary, secondary and higher education establishments;

- introducing the European dimension and European values in teacher training, including **teacher-training** and **teacher exchange programmes;**

- involving the various institutions of civil society, that is, not only schools but also associations and municipalities, so that every opportunity can be taken to discuss Europe in all its diversity.[45]

4 years later the Parliamentary Assembly of CoE adopted a specific recommendation that supports the ED - the **Recommendation on promoting the teaching of European literature.** It calls for strengthening the existing approaches to the teaching of literature in Europe that emphasise the ED, presenting the teaching of European literature as an integral part of education in European citizenship and supporting the translation of texts – past and present – especially masterpieces of European literature and develop websites on Europe's literary heritage.[46] The recommendation is supporting access to authentic texts[47] in order to re-stimulate the desire among the youth to read.

When coming back to the White Paper on Youth, though the text has existed since 2001, if we take a closer look at participation and voluntary work the outcomes are not satisfying. In research of the **Eurobarometer** in 2007 in answer to the question *"What do you regularly do in your leisure time?"* 19 000 random interviewed young people 15 to 30 years old from the member states of the EU were interviewed just 2% declared that they are participating in

---

[45] *Recommendation 1682 (2004) Education for Europe* adopted by the Committee of Ministers of the Council of Europe in 2004. p. 2.
[46] *Recommendation 1833 (2008) Promoting the teaching of European literature* adopted by the Committee of Ministers of the Council of Europe in 2008. p. 1.
[47] TRIM, J.: *Language learning for European citizenship.* Strasbourg: CoE Publishing, 1997. ISBN 92-871-3237-2. p. 59.

voluntary community work[48]. I mention this fact here that leisure time and formal education can no longer be divided; otherwise the ethos of the ED in education will not be ever properly implemented.

2.2 ED in the Czech Republic, Germany (and Free State of Saxony) and Poland

As this thesis has, since its beginning, focused on the reality in the Euroregion Nisa that is a common area of the Czech Republic, the German federal free state of Saxony and Poland it was necessary to understand the education system of these states, know the genesis of implementing the ED into the education system of the specific state and be aware of the approaches and forms that are used. In order to do this the following areas of the Czech Republic, Poland, Germany and Saxony were analyzed and described:

- Current education system,
- Changes and challenges of the education systems since 1989
- Implementation of the ED into the state written curriculum and school curriculum

From the pre-study (chapter 3.3.) and these analyses were developed the hypotheses for the empirical research.

The following chapters 2.3., 2.4 and 2.5 are dedicated to the ED and education systems of the Czech Republic, the German federal free state of Saxony and Poland.

[48] *Looking behind the figures – The main results of the Eurobarometer 2007 survey on youth.* Luxemburg: European communities' official publication office, 2007. ISBN 978-92-79-05539-3. p. 6.

2.3 Education system and European dimension in the Czech Republic

2.3.1 Czech Republic: basic facts

The Czech Republic has its roots in the 10th century when the Czech princedom and later in the 12th century the Czech kingdom was created. The Czech Kingdom was independent up to 1620 when it became an internal part of the Hapsburg Empire up to the end of the Word War 1. The Czechoslovak Republic was created in 1918. The period between World War 1 and 2 were for the industrialized and urbanized Czechoslovakia economically the most successful years. This continuity was harmed by the world economic crises in the early thirties and later by the occupation of Hitler's Germany. The possibility of reconstruction for the democratic Czechoslovakia was stopped by the communistic reversal in 1948. This era of totalitarian regime harmed not just the economic status of the country, but mainly deconstructed the value-based democratic system and belief in society. As well as strongly contributing to the secularization of Czechoslovakian society. This period finished with the so called "Velvet revolution" in 1989 lead by the students' movement.

"The Czech Republic came into existence when the former Czech and Slovak Federal Republic split into two states in January 1993. It is still in the throes of the transformation from a socialist society with centralised administration and a planned economy to one operating according to the principles of a market economy and political pluralism, i.e. the process which was launched by the political revolution of November 1989. In 1995 the Czech Republic became a member of the OECD, in 2004 it became a member of the European Union."[49] The Czech Republic has a population of 10, 38 million and is situated over an area of 78,866 square kilometres. The population density is 131 inhabitants per square km. Most inhabitants of the Czech Republic are of the Czech nationality. 6 % of the society are minorities. This number includes 3.1% Slovaks, 0.6% Poles, 0.5% Germans and 0.3% Romans.

The capital is Prague with its population of 1.32 million and large UNESCO preserved architectonical and cultural site. The Country is divided into 14 regions that are the main

---

[49] UIV: *The Education system of the Czech Republic.* Prague: Institute for information on education, 2009. ISBN 978-80-211-0562-1. p. 13.

administrative units of the Czech Republic. The official language is Czech. The currency is the Czech crown (*Česká koruna*). The Czech Republic is a parliamentary democracy with a President, who is elected by a Parliament, which exercises legislative power. Parliament is composed of two Chambers, an Assembly of Deputies and a Senate. Members are elected to the Assembly of Deputies under the proportional system and to the Senate under the majority system. The executive power is held by the National Government.

2.3.2 Changes since 1989 to 2009

The democratic transformation was initiated by the students' demonstration on the 17th of November 1989. At that time Czechoslovakia followed the Eastern German and Polish movement to democratic society that wouldn't be controlled by the centralized governing system of the Communistic party. The new democratic political representation of Czechoslovakia strictly refused the status quo of the existing education system, this lead to actions that symbolize this phase as the phase of **deconstruction**. "De-ideologisation of the legal documents, including curriculum programmes and de-monopolisation of state education, facilitating the setting up of private and denominational schools, and stipulating that parents and students should be free in their choice of an educational route and schools, were among the most important tasks of this first stage of transformation." [50] The amendment of the educational act from 1984 that was adopted in June 1990 (n. 171/1990) changed the following attributes of the schooling system:[51]

- New essential aims of schooling that were in accordance with the constitution of a democratic law-based state and freedom of speech and abolished activities of political parties in schools,

- Abridged the mandatory schooling from 10 to 9 years

- Permitted the possibility of establishing a multi-year gymnasium (secondary grammar school)

[50] GREGER, D., WALTEROWA, E.: *In pursuit of educational change: the transformation of education in the Czech Republic*. In WALTEROWA, E.. GREGER, D.: *Orbis scholae, Volume 1/ Number 2/ 2007*. Prague: Charles University in Prague, 2007. ISSN 1802-4637. p. 15.

[51] KOTÁSEK, J. : *Vzdělávací politika a rozvoj školství v České Republice po roce 1989 – 1 Část.* [Education politic and the education system development in the Czech Republic after 1989 – 1st part]. In *Technologia vzdelavania*. Bratislava: 2005 p. 9. English translation O.L.

- Implemented the possibility of differentiation of schooling according to the skills and interests of pupils
- Allowed partial possibility to change the curriculum
- Permitted the establishment of non-state schools

The second phase was by Kotásek, Greger, Procházková (2004) named **partial stabilisation**. Czechoslovakia has divided in to the Czech Republic and Slovakia by 1.1.1993 and both countries adopted acts of the former Czechoslovakia. Years 1992 to 2000 are characterised by partial changes in the legislation. These tendencies were connected with the new participation of the Czech Republic in global and international large-scale studies such as TIMSS 1995, 1998, RLS 1995 or CivEd 1999 and waiting for its results or with the preparation of accession to the European Union. The first strategic document "Czech education and Europe" was introduced in 1999. The start of new millennium was labelled by Walterowa (2007) the phase of reconstruction. This period was influenced by the public administration reform that was aiming to decentralise the education system by inducing school autonomy. The main document starting the reconstruction of education system is the "National Programme of the development of Education in the Czech Republic – White Paper" that was published by the Ministry of Education Youth and Sports (MoEYS) in 2001. The strategic document set up and outlined the overall framework, purpose and aims of the educational reform.

The White Paper attains the main following aims:
- to develop human individuality by and approach that recognises the importance of cognitive, psychomotoric and affective cultivation,
- to transfer the culture in historic continuity, develop the national identity and to protect cultural heritage
- to protect the living environment and the suitable development of society
- to support the cohesion of society
- to educate for partnership, cooperation and solidarity in European and global society
- to increase economic competitiveness, social prosperity and employability.

This document was followed by the Long-term Programme of Education System Development in the Czech Republic (*Dlouhodobý záměr* 2002) which was compiled in 2002

35

and defined a coherent strategy and objectives to be achieved by the year 2005 and included proposals for exact actions that were necessary for the development of the schooling system. This led to adoption of the new Educational Act in 2004. The document is based on the principles of the White Paper and finally initiates the curricular reform. New attributes were introduced to the Czech educational reality as the concept of key competences, cross-curricular topics and the overall concept of Framework Educational programme that later on replaced the traditional concept of curriculum as a set of pre-designed school lessons. This period was labelled as the phase of **implementation** (KOTÁSEK 2005).

The new Education Act introduced the National Programme of Education that represents the main principles of the national curriculum reform. Framework Educational Programmes for pre-primary, primary and secondary schools represent the lower level of curricular documents. The framework was implemented from 2004 to 2008. It is designed so schools can shape the curriculum to their local reality and the needs of its pupils/students. Schools have the freedom to choose the appropriate methods for achieving the pre-designed aim that should be pupil-centred, competence-based and use the potential of cross-curricular topics. Among the cross-curricular topics, the "Education for coherent thinking in European and global dimensions" and "education of a democratic citizen" were also introduced.

The curricular reform in the Czech Republic is now undergoing its initial years of implementation. The support of school staff, especially teachers by providing them new tools and methods for new competence based teaching is therefore necessary. The curricular reform also demands teamwork among the school staff and internal changes of the climate in schools.
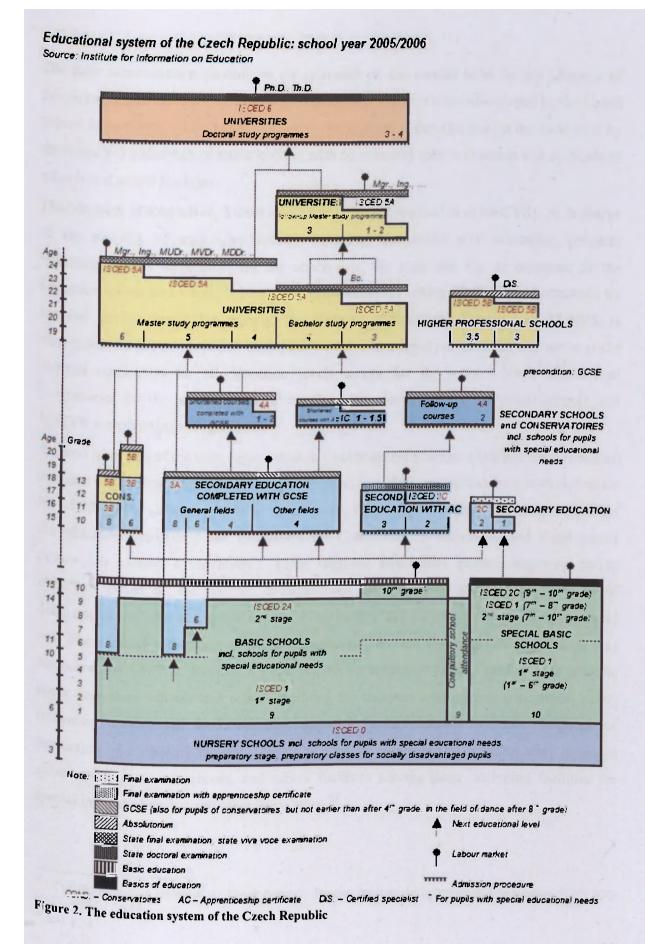
2.3.3 The Czech Education system

The Czech education system is composed of pre-primary school (*mateřská škola*), primary school (*základní škola*), general upper secondary school (*gymnázium*), vocational upper secondary school (*střední odborná škola*), special school (*speciální škola*), technical post-secondary school (*vyšší odborná škola*) and higher education institutions (*vysoká škola*).

General characteristics and administration

The education system is now undergoing the curricular reform and implementation of the framework educational programmes that were adopted on the basis of the New Education act

in 2004. The Czech Education system provides education from pre-primary level to tertiary level. The beginning of the school year is on the **1ˢᵗ of September and the end on the 31ˢᵗ** of August the following year. The school year includes the summer holidays that last the 2 entire months of July and August. Schooling is practised 5 working days a week and the duration of each **teaching period is 45 minutes** (however schools are free to join these periods). These timings are not applied to pre-primary schooling and tertiary education.

Educational system of the Czech Republic: school year 2005/2006
Source: Institute for Information on Education

Figure 2. The education system of the Czech Republic

The state administration procedures are provided on the central level by the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy*) and by the Czech School Inspectorate, on the regional level by the regional authorities and on the local level by the municipal authorities of municipalities with an extended sphere of action and by heads of schools and school facilities.

The **Ministry of Education, Youth and Sports** (further referred to as MoEYS) is in charge of the majority of state administration activities concerned with education, prepares legislation and is responsible for the conception, the state and the development of the education system as a whole.[52] MoEYS is responsible for setting the content of education by national policy documents namely the National Educational Programme. MoEYS is responsible for the development of the framework educational programmes that serve as the national curriculum for all education levels except for the tertiary level. Educational programmes for the tertiary level of education are developed by individual schools and MoEYS accredits these programmes.

Regions were part of the state organisation in Czechoslovakia before 1989 and were recreated as a part of the state structures by the public reform in 2002 and gained their responsibilities by 1.1.2003. The governing body of each Region, the Regional council, appoints the head of the education department and establishes the Committee for Education and Employment (*Výbor pro výchovu a vzdělávání*). These **regional authorities** prepare long-term policy objectives based on the specific circumstances and needs of the region. Analysis of demographic expectations, needs of the labour market and socio-cultural specifics is carried out. These policy objectives have to be approved by the Regional Assembly and also considered by MoEYS. Regions are the organising bodies of tertiary professional schools, upper secondary schools and school facilities for children with special educational needs (including nursery and basic schools), upper secondary schools with the language of instruction of a national minority, language schools authorised to organise state language examination, basic art schools, and school facilities serving them, including facilities for special interest education and other institutions.[53]

---

[52] UIV: *The Education system of the Czech Republic*. Prague: Institute for information on education, ISBN 978-80-211-0562-1. p.14.
[53] Ibid. p.14.

Municipalities are responsible for ensuring that the right conditions are in place for mandatory schooling and pre-primary schooling. Municipalities have the right to establish and the duty to financially administer nursery and basic schools.

The essential part of the structure is composed of **autonomous schools**. Directors of schools are appointed by an organising body (municipality, region or MoEYS). Directors of schools are fully responsible for the overall management of the school. They have the responsibility over the financial management of the school, adjustment of the educational content according to the framework educational programmes, ensuring the quality of education and appointing teachers. In order to have the influence of the local community and local stakeholders the school is obliged to establish the School council (*školská rada*) that provides the necessary space for pupils, parents, citizens or other stakeholders to participate in the development and management of the school.

Pre-Primary education

Pre-primary education is provided by kindergartens (*mateřská škola*) for children from 3 to 6 years old. Nursery schools have a long national tradition and therefore are considered by Czech society an important part of education. In the schooling year 2007/2008 there were 291 194 children between 3-6 years old and 4808 nursery schools. However attendance to kindergarten is not mandatory according to the data of the Institute for Information on Education from year 2007/2008, 79, 2 % of children aged 3, 92, 6% of children aged 4 and 95, 8 of children aged 5 attended nursery school. The last year of nursery school is free of charge for all.

Public nurseries are administered by municipalities and there are a number of private independent nursery schools. Most of them function as full-day care centers. The curriculum of nursery schools is based on the **Framework Educational Programme** for pre-primary education that was published by MoEYS in 2004. This programme serves as a base for the development of the school's own educational programme. The Framework Educational has this division of education areas: the child and his/her body, the child and his/her psyche (Language and speech, Cognitive abilities and functions, imagination and fantasy, thought operations and Self-concept, emotions and will), the child and others, the child and society, and the child and the world. The emphasis is put on the emotional involvement and empowerment of the child in common participation. There is no centrally pre-given

40

assessment. Every kindergarten has its freedom to design and choose monitoring and assessment methods.

Compulsory education (povinná školní docházka)

The length of **compulsory schooling is 9 years**[54]. The basic school accepts pupils that reach the age of 6 by the 1st of September, therefore normally compulsory education lasts from the age of 6 to 15. However about 25% of children start their compulsory schooling later. Primary and also compulsory level[55] of education is represented by the basic school (*základní škola*) that has two levels. The first level provides schooling from 1st to 5th grade (ISCED 1). Second level of the **basic school** covers grades 6 to 9 (ISCED 2). At the first level all subjects are taught by the class teacher, whereas at the second level subjects are delivered by teachers specialised in two or in some cases one subject. Home schooling is a legal option for the first level of basic school.

After successful completion of the first level of basic school, pupils that are interested in and succeed in the administration procedure can proceed to a grammar school that is represented by a **multi-year general secondary school** (*gymnázium*). Depending on the age when leaving the basic school pupils can attend the 8 year *gymnázium* (when leaving after the 5th class) or 6 year *gymnázium* (when leaving after the 7th class). About 10% of pupils use this possibility every year. *Gymnázium* prepares pupils mainly for tertiary education. These are the types of schools that provide compulsory education:

- **Basic school** (state or private): Children pass the entire nine-year compulsory schooling that is divided in two levels.

- **Grammar school**: Within the eight-year or six-year grammar schools, pupils can complete compulsory education and continue education at the midlevel.

- **Conservatory**: Eight-year dance conservatories allow students to complete elementary education and continue education at the midlevel.

- **Special school**: Children with some disability may be integrated in special classes of basic school, or they can attend a special school.

[54] Before 1990 was the length of the mandatory schooling was 10 years. 8 years at the basic school and 2 years in further education. The amendment to the Education act from 1990 has reduced the length of the compulsory schooling to 9 and prolonged the length of the basic school to 9.

[55] Compulsory education is free of charge, which is stated in the constitution of the Czech Republic in the article 33.

- **Special and assisted schools** are intended for children with mental disabilities.

As an alternative, since the school year 2004/05 the following education programs were established: Waldorf schools; Montessori nursery and basic schools; Montessori basic schools level II.

The basic school

As was mentioned, the basic school is divided into 2 levels. One school lesson is 45 minutes. The Framework Educational Programme for basic education (further referred to as FEP BE) stated for each year the following number of lessons per week:

1st level of the basic school	2nd level of the basic school
1st year 18 - 22 lessons	6th year 28 – 30 lessons
2nd year 18 - 22 lessons	7th year 28 – 30 lessons
3rd year 22 -26 lessons	8th year 30 – 32 lessons
4th year 22 -26 lessons	9th year 30 – 32 lessons
5th year 22 -26 lessons	

Table 1. Number of lessons per week within the FEP BE

The Education Act (2005) set a two-level structure for educational programmes. Framework educational Programmes specify the concrete objectives, form, length and compulsory content of education and some general conditions for their implementation, as well as conditions for the education of pupils with special educational needs. The school head draws up a school educational programme in accordance with the Framework Educational Programme and the school's conditions.[56] The FEP BE was in the testing period from 2004 to 2007 and since the year 2007 are implemented at the 1st class and 6th class of basic school and first year of 8 year *gymnázium*. The curricular reform will be implemented in all grades by the year 2011 at the latest. The FEP BE aims to facilitate pupils learning in order to create and develop the key competences. It aims to provide pupils with competences and bases for orientation in everyday life situations and practical behaviour. The following **competencies** are stated by the FEP BE to be developed and every graduate of the basic school possesms: learning

competency, problem-solving competency, communication competency, social and personal competency, civic competency, professional competency.

The curricullum is divided into nine educational areas that are further consisting of one or more educational fields. These are[57]:

- Language and Language Communication *(Czech Language and Literature, Foreign Language)*

- Mathematics and Its Application *(Mathematics and Its Application)*

- Information and Communication Technologies *(Information and Communication Technologies)*

- Man and His World *(Man and His World)*

- Man and Society *(History, Civics)*

- Man and Nature *(Physics, Chemistry, Natural Sciences, Geography)*

- Arts and Culture *(Music, Fine Arts)*

- Man and Health *(Health Education, Physical Education)*

- Man and the World of Work *(Man and the World of Work)*

  Moreover there are 6 cross-curricular topics:

- Moral, Character and Social Education;

- Civic Education for Democracy;

- Education towards Thinking in European and Global Contexts;

- Multicultural Education;

- Environmental Education;

- Media Education.

The thematic areas of the cross-curricular topics traverse various educational areas and allow for the interconnection of the educational content of more educational fields, hence contributing to the comprehensiveness of the pupil's education and positively influencing the formation and development of his/her key competencies. The pupil is thus given the opportunity to form an integrated view on a given issue and to apply a broad spectrum of

---

[57] VUP: Framework Educational Programme for basic education. Prague, 2007. [online] [cit. 10.06.2009]. Available at WWW: < http://www.rvp.cz/soubor/RVP_ZV_EN_fmal.pdf >. p 15.

skills.[58]

Religious education can be taught as a non-mandatory subject based on the principles and aims of the general education if at least 7 pupils of the school request it. Every education field has its minimum amount of school hours/lessons that has to be delivered within one school week. The FEP BE also states in the weekly timetable a certain amount of disposable hours that can be mainly used:[59]

- to implement cross-curricular topics;

- to increase the number of hours for particular educational areas and fields;

- to introduce other areas of compulsory education, which enhance the orientation of the school;

- to increase the number of hours for physical education in two successive years of the first stage, where compulsory swimming lessons are offered;

- to introduce teaching to support the education of pupils with special education needs.

[58] Ibid. p. 91.

[59] UIV: *The Education system of the Czech Republic.* Prague: Institute for information on education, ISBN 978-80-211-0562-1, p.35.

A monthly distribution of lessons at the primary level is according to the FEP BE as follows:

| Educational areas | Educational fields | Minimum number of hours | | Additional notes: |
		1st stage years 1-5	2nd stage years 6-9[*]	
Language and language communication	Czech language and literature	35	15	must be taught in every year
	Foreign language	9	12	compulsory from year 3 (at least 3 hours a week in every year); may be taught from the year 1
Mathematics and its application		20	15	must be taught in every year
Information and communication technology		1	1	is taught at least once at the first stage and once at the second stage
People and their world		12		is taught at first stage only, in every year
People and society	History		11	
	Citizenship education			
People and nature	Physics			
	Chemistry		21	
	Biology			
	Geography			
Arts and culture	Music	12	10	must be taught in every year
	Fine art			
People and their health	Health education			at the first stage included in the educational area of People and their world
	Physical education	10	10	must be taught in every year, at least 2 hours
People and the world of work		5	3	must be taught in every year
Cross-curricular themes (Personal and social education, Education for democratic citizenship, Education towards thinking in the European and global context, Multicultural education, Environmental education, and Media studies)		P	P	need not to be included in every year
Disposable hours		14	24	
Total compulsory number of hours		118	122	

P = must be included at the given stage and disposable hours can be used

[*] or lower years of multi-year *gymnázia*

Table 2. Framework education programme weekly time table [60]

Assessment of pupils is continuous during the school year. Pupils receive written reports at the end of the first semester and at the end of the school year. The assessment of each pupil is

[60] UIV: *The Education system of the Czech Republic*. Prague: Institute for information on education, ISBN 978-80-211-0562-1, p.35.

composed of marks for every subject or verbally assessed or done as a combination of both. The system of assessment by marks is based on a scale from 1 to 5. The scale has the following structure: 1 (excellent), 2 (very good), 3 (good), 4 (satisfactory) and 5 (fail). There is no final examination at the end of basic school. This assessment system is applied at the secondary schools as well. Most of the pupils continue to the secondary education. In the year 2006 the number was 95%.

Secondary education

Upper secondary education is provided by secondary schools (*střední škola*). This education can be general or vocational. Vocational education offers 2 levels. Vocational secondary education (*střední odborné vzdělání*) is completed by the vocational final examination (*závěrečná zkouška*), and comprehensive vocational secondary education (*úplné střední odborné vzdělání*) is completed by passing the final examination (*maturitní zkouška*). The compulsory final examination (*maturitní zkouška*), if successfully passed at all types of secondary schools, entitles pupils to take part in the admission procedures to post-secondary schooling. Upper secondary schooling is provided by 3 types of schools:

- General upper secondary school/grammar school (*gymnázium*) offers comprehensive secondary schooling (*úplné střední vzdělání*) that is completed by the final examination (*maturitní zkouška*). The length of the upper secondary level of *gymnázium* is 4 years,

- technical upper secondary school (*střední odborná škola*) has a deep tradition in the geographical area of the Czech Republic. Schooling lasts for 4 years and aims to educate its pupils in practical subjects to apply for a specialised occupation, according to the type of the school, e.g. economical, agricultural, and industrial, etc,

- vocational upper secondary schools(*střední odborné učiliště*) lasts mostly three or two years. An apprenticeship certificate (*výuční list*) facilitates transition into a qualified occupation. Some programmes are completed only by a final

exam (*závěrečná zkouška*) and allow entry into an occupation which demands mostly manual work.[61]

(day form of education)

	2001/02	2007/08
Proportion of pupils of upper secondary schools (without lower secondary level) to the population cohort 15-18	91.4%	96.5%
pupils in the fields of:	17.7%	20.2%
- general secondary education completed by the *maturitní zkouška* examination (*gymnázia*)*	4.0%	48.0%
- technical secondary education completed by the *maturitní zkouška* examination**	28.9%	24.0%
- vocational secondary education leading to an apprenticeship certificate***	0.6%	0.3%
- secondary education***	0.6%	0.7%
Proportion of pupils of conservatoires to the population cohort 15-18		

* Under the previous regulations *úplné střední vzdělání* (full secondary education).

** Under previous regulations *úplné střední odborné vzdělání* (full secondary vocational education).

*** Under previous regulations *střední odborné vzdělání* (secondary vocational education).

Table 3. Distribution of pupils of secondary school and conservatories by level of education[62]

Schools for pupils with special educational needs are designed for pupils with various health (mental or physical) or social disabilities who face possible exclusion to mainstream schools. There are special schools from pre-primary level to upper secondary level. Education is adjusted to pupils needs and has the same value as education at the mainstream school. There is a remarkable tendency to integrate pupils with special needs into mainstream schools if possible.

Tertiary education

Tertiary profession schools

Tertiary professional schools (*Vyšší odborné školy*) prepare students for demanding skilled professions that do not require a higher education degree. The length is from 2 to 3 and half years. Education is completed by a professional examination – *absolutorium* (*odborná*

[61] GREGER, D., WALTEROWA, E.: *In pursuit of educational change: the transformation of education in the Czech Republic*. In WALTEROWA, E., GREGER, D.: *Orbis scholae, Volume 1/ Number 2/ 2007*. Prague: Charles University in Prague, 2007. ISSN 1802-4637. p. 14.

[62] UIV: *The Education system of the Czech Republic*. Prague: Institute for information on education, ISBN 978-80-211-0562-1, p. 64.

zkouška) that is composed of an oral exam and defence of a thesis. The graduate is then entitled to the Diploma of Specialist (*Dis*). However, there is the tendency from schools to receive the state accreditation for bachelors programs and therefore the frequency of diploma specialist is lower every year,

Higher education institutions

There are 25 public, 43 private and 2 state higher education institutions. These institutions provide education at 3 levels of study programmes according to the implemented structure of the Bologna declaration. These are: Bachelors, Masters and Doctoral programmes. There are some exceptions for studies of medicine, primary school teaching or pharmacy.

2.3.4 Implementation of the European dimension in the Czech Republic

2.3.4.1 Initial phase

From 1989 to 1993 Czechoslovakia was influenced mainly by its inner transformation processes towards a capitalist economy system and democratic society and the division to the Czech Republic and Slovak Republic by 1.1.1993. Education was strongly influenced by this process and therefore the principle of the ED was in the first half of the nineties not the main priority. The topic of Europe and strengthening of the European cooperation had become much stronger after the Czech Republic applied for the membership in the European Union by 17.1.1996. The term European dimension was very rarely used up to this year. The school curriculum was structured by a set of school lessons for each subject and these conditions gave teachers limited possibilities to influence the content of the subject.

There was also no support for international cooperation in the form of educational programs. This lead to a self initiative of teachers and school directors that established contacts with foreign schools. Most active were schools in the German and Austrian border area, where the short distance and common historical roots were strong determinates for rich partnerships. For example the partnership of the primary school *Lidická* from the border town (situated at the triangle of 3 countries) *Hrádek nad Nisou* from Czech Republic with *Freie grundschule Hartau* started in 1994 and resulted in a partnership of 9 schools from the Czech Republic,

Germany and Poland called *Schkola*. *Schkola* is a concept of joint schools were pupils from two countries spend 2 days a week together. One at their school and one at the partner school. Both schools have a common developed curriculum and function basically as one school.[63]

These individual initiatives have been supported by a European educational program from the year 1996, the Comenius educational programme, which supports schools by providing opportunities of receiving financial support for school partnerships, teachers' internships or hosting assistants wanting to become future teachers[64].

In her publication *Discovering Europe – Book for teachers* (*Objevujeme Evropu – Kniha pro učitele*) E. Walterowa describes the situation regarding the ED in Czech schools in 1996 as the following: "The picture of Europe is for pupils static and mosaic. In the cognitive map there are "white spots". Europe is mainly understood as a geophysical space. Pupils have difficulty seeing the differences (cultural, lingual, national). Understanding of common characteristics, historical contexts and common perspectives is weak. In the time dimension pupils' have problems with chronology and seeing the context. Europe is represented mainly by the western cultural area and great and popular nations. The view of the neighbouring countries is not very favorable. …The sense of belonging to Europe is felt in the categories we and they."[65] The author further describes reasons for this situation that are divided in 4 categories:

- Knowledge – Pupils possess mainly encyclopedic knowledge of facts, but have deep problems with tasks that demand comparison, classification, linking situations to a certain context and finding complex solutions,

- practical experience – However pupils show their will to overcome the intercultural barriers, they have a lack of intercultural experience and hand in hand lack of adaptive skills, communication skills and finding strategies for the solution of problematic situations,

---

[63] More about the initiative can be found at the website of the Schkola Schulverbund [online] [cit. 08.06.2009]. Available at WWW: <www.schkola.de>.

[64] Detailed description of the Comenius program can by found at the website of the National agency for the European educational programs – NAEP [online] [cit. 01.06.2009]. Available at WWW: <http://www.naep.cz/index.php?a=view-project-folder&project_folder_id=050>.

[65] WALTEROVÁ, E. *Objevujeme Evropu : kniha pro učitele* [Discovering Europe - Book for teachers]. Prague: Pedagogická fakulta UK, 1997. ISBN 80-86039-27-7, p. 157. English translation O.L.

- foreign languages – Low quality of delivery of language classes lead to the fact that pupils have low communication skills and have very low sensitivity for cultural context of a certain country,

- integrated topics - Schooling emphasizes understanding of own national identity and connections to local, regional, national, European occurrences, influence of global trends to environment and society where pupils live.

As solution to this status quo is in the concept of the ED as a set of time, culture and space that results in learning ABOUT Europe, IN Europe and BY Europe (Shennan, 1991). In 2004 this concept became the base for the Framework Educational Program for basic education.

2.3.4.2 Setting the strategy and first initiatives towards the implementation of the ED

The first conceptual and visionary document that gave the first impulse to initiate the reform of the Czech education system was published in 1999 called **Czech education and Europe** - also understood as a green book. The document draws attention to the fact that school is no longer the only source of information and media and electronic sources have taken this role and therefore school has to undergo a curricular reform that would enable the Czech education system to provide its clients more with skills than information. In terms of the ED, this indicates that: Implementation of the ED into the curriculum is a task of the member states of EU, which is already explicitly stated in the Maastricht Treaty. Every country has its alternative method of implementation, a common trend is creating an image of Europe as a shared environment, in which contact and meetings, communication and comparison takes place. The aim is to uncover common values and cultural roots, comparison of traditions and life styles, sources of prosperity as well as conflicts and problems, but also to define student's/individual country's own input into European culture and science. Educational programs are strongly oriented towards the common future and integration processes and have an action character. ED is being understood as an integrated principle not just m the classroom, but in other activities as well. In the curricular documents it is being mentioned as one of the aims, further in the frame of the cross-curricular topics as well as a complex topic in the taught subjects.[66] The document further emphasizes that to speak at least 2 foreign

[66] *České vzdělání a Evropa – Strategie rozvoje lidských zdroju pri vstupu do Evropské Unie.*[Czech Education and Europe. Pre-Accession Strategy for Human Resource Development]. Prague, 1999. ISBN 80-211-0312-4. p.50.

languages is understood as a key competence that should be possessed by every citizen as it enriches his/her social as well as professional life. The document states the following recommendations:

Towards the European dimension in education[67]

- To support foundation of centres of European studies at all faculties of education in order to start systematic implementation of the European Dimension into the teacher training and school practice.

- Develop modules for integrating topics, school subjects and educational programmes, develop a system of model projects that are based on the experience and inspiration of innovative schools, implement the European dimension in the extra-curricular activities as well.

- Highlight the focus on intercultural learning in all types of schools and set standards for integration of children from other language and cultural backgrounds.

Towards language teaching:

- Work at and adopt a compact conception of language education for the entire education system, which will lead to compulsory teaching of 2 foreign languages and its inclusion at all types of schools. The first steps are to verify that teaching of 1st foreign language happens already at the 3rd grade and implementation of compulsory selectable second language at the 6th grade, ensure linkage at all types of upper secondary schools and spread teaching of foreign language for the needs of the labour market.

The strategy was partly successful. The following centres of European studies (CES) were established:

- In 1999 when the strategy paper *Czech education and Europe* was published there was just one CES in the Czech Republic and not at the faculty of education. The **Centre of European Studies of the University of Economics, Prague (CES),** was already established on 1st January 1996 (and functions to this day). In connection with the Czech Republic's preparation for accession to the European Union, CES had focused on providing information and counselling, and co-ordinating university

---

[67] Ibid. p. 57.

activities related to European issues. In the mission of CES are these aims that are relevant to the field of education: "cooperate with academics and University authorities on development of studying programmes and classes in European Studies; to disseminate information about the processes of European integration and also about the Centre's own activities, both domestically and abroad; to provide organisational backup for specialised and training courses for civil servants, teachers and entrepreneurs; to carry out its own research work and in its perimeter to co-operate with foreign academic and research institutions selected for such a purpose by relevant EU programmes."[68]

- **CES at the Faculty of education of the Charles University of Prague** was founded in 1.1.1999 on the initiative of the Institute of research and development of education that is led by doc. Eliška Walterová. CES finished its existence in 2004. However, there is nowadays a valuable library available for students of education as one of the results of CES.

- **Centre for European studies at the Faculty of education of the Masaryk University in Brno** was jointly established on the 12.4.1999 with the department of philosophy and civic education. The centre was led by PhDr. Marta Goňcová, CSc.[69] Activities of the centre finished in 2004. This centre was replaced later on by the free association "**Brno Centre of European Studies (BCES)** that was founded on 13.6.2002. In cooperation with the municipality of the city of Brno, BCES coordinates the cooperation of Brno colleges and University with the municipality of Brno in the area of European education and cooperation of partnership organisations in Europe."[70]

- In 2007 The **Centre of studies of European identity (CESEI)** was established **at the Faculty of education of the University of Ostrava**. CESEI is a research institute that focuses on the studies of Europeanism, identity and symbolism in correlation with the development of human resources.

---

[68] *Centre of European Studies* [online] [cit. 24.5.2009] Available at WWW: <http://ces.vse.cz/english/?page_id=5>.

[69] *CES at Masaryk University in Brno* [online] [cit. 24.5.2009] Available at WWW: <http://www.ped.muni.cz/wphil/centrum/index.htm>. English translation O.L.

[70] *Brno Centre for European Studies* [online] [cit. 24.5.2009] Available at WWW: <http://www.bces.cz/>, English translation O.L.

Regarding the development of modules, it is worth mentioning the project Education of Teachers in European issues that was financed by the *Phare* programme. Within the project a **set of hand books** was developed that serves as a teaching material to teachers at the primary and secondary schools. Handbooks on the following issues were published: Interactive and cooperative strategies in European school projects; Getting to know the European Union; Czech Republic – Europe – World; How young Europeans live and learn; European days at school; European club at school; Reading about Europe; The Internet, European Union and Czech school; European Union in the pocket; Children's European passport. This set of handbooks was supported by a manual dedicated to teachers called *Living in Europe*.

In terms of highlighting the focus on intercultural learning, conceptually this topic appeared in the Framework educational programme that started to be implemented at primary and secondary schools by 1.9.2007.

Language teaching is to this day facing similar obstacles as 10 years ago. The field of formal public education suffers from lack of qualified teachers of, especially English, but also German, French and Spanish. The FEP BE did lower the schooling of the 1st foreign language to the 3th grade, but the second foreign language has to be offered no later than the start of the 8th grade. FEP BE also expects a minimum acquisition of 1st foreign language to level A2 and second language to A1 according to the European language Framework. This standard only provides pupils with basic language skills and these are not suitable for an effective labour market.

The **White Paper – The National program on the development of education**, issued in 2001, followed the process at the start of the curricular reform in the Czech Republic. The White paper set the general aims that should be achieved in order to reform the Czech education system to become more effective in the new conditions given by "the changes in the everyday life, which are influenced by the European and global processes"[71]. Among the main general aims it is also stated that "Education towards partnership, cooperation and solidarity in European and global society means to struggle for life without conflicts and negative attitudes not just in the community of other people, but also in the community of

[71] Ministry of Education, Youth and Sports (Mo EYS): *National programme for the development of Education in the Czech Republic. White paper.* Prague: Tauris, 2001. ISBN 80-211-0372-8. p.13.

other nations, languages, minorities and cultures. People should be able to accept and respect even broad differences among people and cultures of today's interconnected world."[72]

To access the European Union well prepared and further to become a full-value member of the Union the White Paper proposes to undertake actions that would fulfill the following aims[73]:

- Applying the European dimension in education content, especially through teaching and promoting the **languages** of member states;
- Encouraging the **mobility of students and teachers**, among other things by the recognition of academic diplomas and the duration of study;
- Supporting **cooperation between educational institutions**;
- Promoting the **exchange of information and experience** regarding issues of the development of the national education systems of the member states;
- Supporting the development of **exchanges** of students, youth, teachers and educators;
- Supporting the development of **distance education**.

ED became a part of the education system by launching the FEP BE. Mobility is assured by the fact that the Czech Republic takes part in the Life-long learning European educational programmes. Mobility of students is promoted by the **Erasmus programme**. Mobility of teachers is provided by the **Comenius program** and Leonardo da Vinci programme. Moreover students and teachers can use the Central European Exchange Program for University Studies (**CEEPUS**) and the scholarships of the **Visegrad group** that is provided by the international Visegrad fund. These programmes also support cooperation between the educational institutions and exchanges of students, youth, teachers and educators. The group of youth and non-formal educators is moreover supported by the granting structure of **Youth in Action programme**.

The White Paper also gave concrete guidelines for launching the cross-curricular topic at the primary and secondary level of education by clearly stating that a set of new themes will appear, as e.g. the theme of European integration, multicultural education, environmental education and education towards healthy life style. Implementation of these subjects presumes team cooperation of teachers and the use of various forms of extra curricular activities. Cross-

[72] Ibid. p. 15.
[73] Ibid. p.32.

54

curricular connections and teaching in integrated units will be developed. New forms of teaching that will enable internal difference and individualization of teaching. (...) This new concept of curriculum, with the main emphasis on the key competences and acquirement of attitudes and values, strengthening the integration of teaching and cross-curricular themes, will demand remarkably higher involvement of teachers.[74]

On the basis of the White Paper on the 24th September 2004 Act no.561 known as the **new Education Act was** adopted. As the Czech Republic entered the European Union by the 1st of May 2004 in section 2 of the new Education Act it is stated that education shall be stated on the principles of an equal access of all citizens of the Czech Republic or nationals of any other European Union Member State to education without any discrimination based on any ground such as race, colour, sex, language, belief or religion, nationality, ethnic or social origin (...) free basic and secondary education of citizens of the Czech Republic or nationals of any other European Union Member State at schools established by the state, a region, a municipality or a union of municipalities[75] and by this also includes all citizens of the EU that would show their interest in Czech schooling. Among the general goals it is stated that: knowledge of global and European cultural values and traditions, understanding and acquiring principles and rules arising from European integration as a basis for coexistence at national and international levels.[76], which is in accordance with the general aims of the Czech education and Europe strategy paper as well as the White Paper and brings by this the ED in Education into the Czech law.

2.3.4.3 ED in the Framework Education Programme for Basic Education

On the basis of the White Paper and by the adoption of the new Education Act in 2004 the **Framework Educational Programme for Basic Education** was issued. The Framework is divided into nine areas and consists of 6 cross-curricular topics as well. Reflecting the ED in education, the programme introduces the cross-curricular topic *Thinking within European and global context*. The topic has much broader borders and limits than purely the European Union. The aim of the topic is not a political campaigning for the EU, but focuses on how to

---

[74] Ibid, p. 38.

[75] *ACT No. 561/2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act).* Available at WWW: < http://www.msmt.cz/dokumenty/act-no-561-of-24th-september-2004 >.p.1.

[76] Ibid. p. 2.

strengthen the feeling of being European, how to foster active European citizenship and develop key competences for living in Europe and not being limited by geographical, political or economic borders of EU, but incorporating Europe as an idea.

The topic characterizes the accent on the ED in education, which promotes global thinking and international understanding and represents a principle running through all of basic education. A fundamental component of this ED is educating future European citizens to be responsible and creative individuals who, as adults, will be capable of mobility and flexibility in society and employment as well as in personal life.[77] Further on, an emphasis is given on developing the awareness of European identity among pupils, raising their personal responsibility, clarifying the relationship between belonging to the local, national, European and global level or strengthening the relationship to the European cultural heritage. The cross-curricular topic aims to develop the following key competences:

In the area of attitudes:

- Offers pupils information which helps them to form attitudes of tolerance and respect towards different sociocultural groups, to consider the cultural background of members of other sociocultural groups and to recognize their legitimacy;

- helps pupils become aware of their own identity, to be themselves, to reflect on their own sociocultural background;

- stimulates, influences and corrects pupils' behavior and value systems, and teaches them to see differences as an opportunity for personal enrichment and not as a source of conflict;

- promotes an awareness of the incompatibility of racial (religious or other) intolerance with the principles of living in a democratic society;

- promotes personal engagement in fighting expressions of intolerance, xenophobia, discrimination and racism;

- teaches pupils to see themselves as citizens who actively participate in forming society's relations to minority groups.

---

[77] VUP: *Framework Educational Programme for basic education.* Prague, 2007. [online] [cit. 10.06.2009]. Available at WWW: < http://www.rvp.cz/soubor/RVP_ZV_EN_final.pdf >.

In the area of skills:

- Develops the ability to orient oneself in a pluralistic society and to use intercultural contacts to enrich oneself and others;

- teaches pupils to communicate and co-exist in a group containing members of different sociocultural groups, to exercise their rights and respect those of others, to understand and tolerate others' different interests, opinions and abilities;

- teaches acceptance of others as individuals with the same rights, realising that all ethnic groups and all cultures are equal and none is superior to any other;

- develops the ability to recognize and tolerate the differences of other national, ethnic, religious and social groups and to work with members of different sociocultural groups;

- develops the ability to recognize expressions of racial hatred and helps to prevent xenophobia. Teaches pupils to be aware of the possible impacts of their verbal and non-verbal statements and to be prepared to take responsibility for their actions.

In the area of knowledge:

- Offers pupils basic information on various ethnic and cultural groups living in Europe and the Czech Republic;

- provides information on basic multicultural terminology: culture, ethnic group, identity, discrimination, xenophobia, racism, nationality, intolerance etc.

The topic proposes 3 thematic areas as well. *Our interest in Europe and the World* should facilitate the process of strengthening the identification process and connect local, nation, European and global levels. *Let's discover Europe and the World* supports the search for information about Europe, its symbols and various life styles. *We are Europeans* aims to map the history of Europe up to the present day and develop understanding of the connections and links that the history of Europe has with today's Europe.

As the characteristic of the cross-curricular topic is obviously that it goes through the entire setting of the school, it is necessary to choose one approach that would ensure implementation of the ED in the school curriculum. Also to choose proper didactical approaches that would

assure the quality of the taught themes. Interactive methods of teaching for example media education, environmental education or global education, which is an integrating direction of a range of *educations for*, including education for democracy-[78] Using the concept of experiential learning provides the most effective outcomes when shaping attitudes of pupils and therefore should be considered to be as one of the basis approaches.

2.3.4.4 ED at Czech lower secondary schools and the Comenius programme

The Comenius European educational programme is one of the supportive systems of European cooperation and the dimension of education. It is an important supportive program that can bring pupils and teachers real intercultural experience. Comenius School Partnerships are bi- and multilateral cooperation between schools in different European countries, focussing on common interests of the participating schools and helping them to work on a common project.[79] If we take a look at the financial support, we can identify that the sum dedicated to the Comenius programme has risen from 1 383 024 € to 2 887 000 € between 2001 and 2008[80]. In this period 2022 partnership projects of partnership were funded. In the year 2006 the Czech Republic was in second place in terms of number of schools having a partnership with other European schools. This number was 326. Among the partner schools are mainly partners from Germany, Italy, Poland, Great Britain and Spain. Other popular countries are Hungary, Romania or Slovakia, which shows the trend of wider focus and seeking partners not just in the western countries. In the year 2008 the partnership projects were focused on the following thematic areas: Cultural heritage 36 projects, Sustainable development of environment 29, European citizenship and European dimension 23, intercultural learning 19.

Case study: Comenius partnership project: Life across Europe

In 2008 among 154 projects granted-aided was a project named Life across Europe. Lets take a look as this project as an example of the Comenius partnership project. Life across Europe is

---

[78] ČINCERA, J.: *Hry a výchova k občanské společnosti*.[Games and education towards civic society]. Praha, 2005. p. 15.
[79] Programme Comenius [online] [cit. 24.5.2009] Available at WWW: <http://ec.europa.eu/education/comenius/doc998_en.htm>.
[80] All data of the Comenius programme can be found in the official reports of the Comenius programme 2001 - 2006 and 2007-2008 published by the National agency for European educational programmes (NAEP).

being coordinated by the primary school *ZŠ Ruda nad Moravou* in the county of *Šumperk*. The project has 5 other European partners from Greece, Finland, Poland, Turkey and Italy. The length of the project is 2 years and the budget 13 000 €. All partners agreed and set the following goals[81]:

- **Intercultural** – to promote intercultural awareness of the teachers and the students in the participating schools.

- **Knowledge of culture** – teachers and students learn about the everyday life, habits and traditions of the participating countries.

- **Language skills** – to encourage the teachers and students to use English to communicate with each other and learn a little of the languages spoken in the participating countries.

- **ICT skills** – to improve the teachers' and students' ICT competences. We will use the eTwinning portal and our own www-site for sharing and disseminating information and materials and use open learning environment (Moodle) for the students' collabourative learning.

- **Tolerance and understanding** - the teachers and students learn to know each other, step over the cultural divide, become friends and learn to understand that there are more things that connect us than those which separate us.

- **European added value** - We hope this project will reinforce the European feeling and togetherness in the participating schools. We also hope that this project will mean the widening of our knowledge of the true meaning of the concept of EU and our experience of being European citizens.

To realize these goals all partners developed a 2 year program that consists of 6 mobilities when teachers from all partner schools meet at one partner school and undergo a study visit at the school in order to learn about the national education system and educational approach at the certain school. Furthermore, teachers learn about the use of ICT tools and learning environment (Moodle). Pupils learn how to use blogs and Moodle. They share on a blog and website results of the following activities such as making videos introducing their own school; describing Christmas celebrations in their countries, writing about winter festivals and

[81] *Life across Europe* [online] [cit. 02.05.2009] Available at WWW: <http://www.orivedenperusopetus.net/lifeacrosseurope/index.php?page=goals>.

carnivals and recording a Christmas carol (Silent Night) and Jingle Bells in their native language; preparing end of term exhibitions to show the results of the project for the local authorities, parents and other interested stakeholders; writing recipes of their typical national dishes, cooking it and making a picture of the meal.

By stating the mentioned goals and implementing the designed activities the project supports 2 basic principles. Living across Europe seeks similarities in the field of culture, geography and society. It also aims to uncover every nation's contribution to the European cultural heritage by letting pupils reflect on and work with parts of their own identity. It enables students to explore Europe and learn about it. The project doesn't bring any personal intercultural experiences to pupils, however teachers will transmit this experience to pupils and this carries its potential to motivate pupils to be more interested in the certain culture.

The Comenius program provides schools with this easy and very rich experience and gives the freedom to design activities that suit the needs of the local environment of the school, its teachers and pupils.

2.3.4.5 Contribution of the Czech Republic Presidency of the EU to the priorities in Education

On the 1.1.2009, for the first time the Czech Republic had the possibility to be responsible for the presidency of the European Union. In terms of education the decision was taken to build on the national priorities in Education. The Czech Presidency priorities are expressed by the slogan *A Europe without Barriers* and by the key area of interest *A Competitive and Open Europe*. Among the priorities belong:[82]

- A Concept of the long-term strategy for European cooperation in education after 2010 the European Union has not yet adopted any strategic document in the field of education that should build on programmes of cooperation in education and training 2010. The presidency therefore aims to formulate current proposals of the European Commission and prepare key communications.

- Credit system and safeguarding quality in vocational training. The European Credit System for Vocational Education and Training (ECVET) is based on a proposal made

---

[82] *All priorities* [online] [cit. 01.06.2009]. Available at WWW: <http://www.eu2009.cz/en/eu-policies/education-youth-and-culture/education-and-training/education-and-training 748/>. Priorities mentioned are selected and commented by the author.

by the European Commission in 2006. The Czech presidency aims to reach the final stage and proceed to the adoption of this recommendation.

- In the field of youth and voluntary activities the Czech presidency focuses on efforts to reinforce the status of voluntary activities at European and local level and attempts to promote the recognition of voluntary activities and non-formal and informal learning as important elements of education. The conference on Youth that was held in Prague in March 2009 provided the EC with key comments on the recommendation for cross-border volunteering. The Czech Youth Event provided the key comments on the new strategy for youth that was proposed by the EC.

Having direct influence by steering the European Union and promoting own national priorities gave the Czech Republic the possibility to contribute to the development of the ED in Education. The Czech Presidency also brought the Czech Republic to a moment of reflection on the work done since the revolution in 1989. In comparison to this year the education system is today not just East European, but European.

2.4 Education system in Germany

2.4.1 Germany: basic facts

The region named **Germania,** inhabited by several Germanic peoples, has been known and documented since before AD 100. From the 10th century, German territories formed a central part of the Holy Roman Empire that lasted until 1806. In the 16th century, northern Germany became the centre of the **Protestant Reformation.** As a modern nation-state, the country was first unified in 1871. The most remarkable influence on the overall postwar situation of Germany was the division into American and Soviet control zones. The Federal Republic of Germany and The German Democratic Republic (GDR) were established in 1949 and the most visible symbol of the **division was the Berlin Wall build up in 1961.** Its collapse in 1989 in parallel with anti communist events happening in Poland and Czechoslovakia started a new era in the history of Europe. The first free democratic elections in the GDR took place in March 1990, while half a year later, in October, western and eastern parts were united. The GDR was incorporated into the Federal Republic of Germany. Since 1990 the German state

61

has been divided into 16 federal states (*Länder*): Baden-Württemberg, Bayern, Berlin, Brandenburg, Bremen, Hamburg, Hessen, Mecklenburg-Vorpommern, Niedersachsen, Nordrhein-Westfalen, Rheinland-Pfalz, Saarland, Sachsen, Sachsen-Anhalt, Schleswig-Holstein and Thüringen.[83]

Germany covers an **area** of 357,021 square km, consisting of 16 Lands and the capital is Berlin. The country has about 82,3 million inhabitants. It is by far the largest country in the EU in terms of population. 88% of the population lives in big cities. Three **trends are characteristic of demographic developments** in Germany: a low birth rate, increasing life expectancy and an ageing society. The number of births is constantly getting lower and at the moment the birth-rate is around 1,3 newborns per woman. This is reflected in an unstable cross–generation contract, as the generation of children is smaller than their parents' generation. In the early 90s there was a ratio of 3 people of employable age for every person over 60. Nowadays this rate is close to 2:1.[84]

An additional issue which has a strong influence on German society is the **high immigration rate**. In 2006 8,8 percent of the total population, which is around 7.3 million people, were foreigners, nearly 2 million of them are Turks. The second largest groups are ex-Yugoslavian Citizens.[85] Since 2005 a new Immigration Act regulates the immigration process. Nearly 53 million people declare themselves as Christians, 3.3 million are Muslims, and there is also a minority of Buddhists, Hindu and Jews.[86]

The official **language** is German. The currency is the Euro (since 2002). Germany is a federal, parliamentary, representative democratic republic. *Bundeskanzler* (Federal Chancellor) is the head of government and exercises executive power. Federal legislative power is vested in the parliament consisting of the Bundestag (Federal Assembly) and *Bundesrat* (Federal Council). *Bundespräsident* (Federal President) is the head of state, invested primarily with representative responsibilities and powers.

The federal Republic of Germany is one of the founders of the European Communities and the European Union. It has been a member of the United Nations (UN) since 1973, NATO

[83] Eurydice: *The Education System in Germany* [online] [cit. 10.04.2009]. Available at WWW: <http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/DE_EN.pdf>. p.10.

[84] Federal foreign office. *Facts about Germany*. Societats-Verlag, Frankfurt/Main, in collabouration with the German Federal Foreign Office, Berlin, ISBN 978-3-7973-1091-0. p. 138.

[85] PNWM/DPJW: *Odkryć Niemcy! Przygotowanie polsko – niemieckiego spotkania młodzieży*, [Discover Germany! Preparation of the Polish-German youth meeting]. Warsaw, 2004, ISBN 83-87092-44-4. p. 93.

[86] BEADEKER, *Deutschland* [Germany]. Berlin, Verlag Karl Baedeker, 2005, ISBN 3-8297-1079-8. p. 28.

since 1955, OECD, International Monetary Fund (IMF), World Bank and the Council of Europe. [87]

2.4.2 Germany: Towards democratic transformation

Germany belongs, since the end of the Second World War, among the key promoters of peaceful cooperation in Europe and from the end of the sixties among the main key players of the global economy. Its role during the establishment and the future development of the European communities was and is essential. The **economic reconstruction of Germany** was underpinned by the decentralised education policy. These decentralisation tendencies were based on the negative experience during the Nazi regime. The education system in Germany therefore consists of **16 individual systems and each federal state (land)** has its Ministry. It is a non-homogeneous system characterised by a more conservative and traditional approach in the former West Germany and more inclusive approach in the former East Germany states.

HUBNER (1995, s.124) analyses the process of unification of both education systems in his article *Continuity and change in the school System of the United Germany* considering the needs of economic changes in unified Germany. He points out the divergence in the vertical structure of former GDR (**German Democratic Republic, known mainly as East Germany**) that was of centralized state character and the **Federal Republic of Germany** (known as West Germany). An answer to this issue is the proposed assimilation of the education system of East Germany with the system of West Germany. This is based on the need to revalue and differentiate higher education according to the needs of a capitalist economy. Looking back today, 15 years after this article was written and 20 years since the integration of two German societies that underwent an independent development for 45 years, you can see that this prognosis became the reality.

Eastern Germany arrived at the fall of the Berlin wall with the heritage of an education system that was, by the law of democratisation from 1946, based on the attributes of unity, statehood, secularity, scientific approach and free of charge school. Private schools were abolished, new teaching materials were implemented and the political party SED (Socialist Unity Party; Sozialistische Einheitspartei Deutschlands) created a system where teachers were strongly linked to the party and political ideology. In 1959 this movement was further confirmed by

[87] KEITH,L.: *Svet do kapsy* [World in the pocket].Praha: Ottovo nakladatelství, 2002. ISBN 80-7181-662-0. p 220.

putting the emphasis on the approach of Marxism-Leninism ideology. Teaching was delivered according to the predefined and approved syllabuses in general classes by the topic-specialised teachers.[88] This approach was applied up to October 1989.

West Germany was based on democratic principles and the education system was co-created with the influence of the wider society. A very important attribute of the system was the principle of federalism. Every federal state (Land) had its autonomy over the legislative procedures - including education. Therefore there were 10 various education systems and federal states were responsible for its legislation. Approved legislation couldn't conflict with the legislation of the federal state. The need for a coordinating body resulted in the establishment of the **Standing Conference of Ministers of Education and Cultural Affairs and Science** *(Kultusministerkonferenz, KMK)* in 1949. Teaching was delivered in general classes, but there were also specialised thematic courses that fitted the needs of certain pupils. The educational approach was more focused on the individual development of each pupil.

These 2 education systems faced the common need to integrate after the collapse of the Iron Curtain in 1989. **The Unification Treaty of 1990** (*Einigungsvertrag*) between the Federal Republic of Germany and the German Democratic Republic required the five federal states (*Länder*) in eastern Germany to set the legislative foundations for the reorganisation of education by 30 June 1991. Under the Establishment of *Länder* Act (*Ländereinführungsgesetz*) of July 1990, the five *Länder* in eastern Germany set up their own Ministries of Education, Cultural Affairs and Science which joined the Standing Conference of the Ministers of Education and Cultural Affairs in December 1990 with a view to introducing a common and comparable basic structure in the education system by way of the self-coordination of the *Länder* in the Federal Republic.[89] This process aimed to set the essential organisational framework for the formal GDR states so they could assimilate with the education system of the formal West German federal states. This was reconfirmed by adoption of the **new education systems in 1992/93** that were based on the **similar concept of the West German federal states**. Tertiary education was also reorganised according to the West German model. The whole system came to be oriented on the needs of the capitalist economy and the pluralistic values of the society.

[88] RYDL, K.: *Inovace školských systémů* [Innovation of the education systems]. Praha: ISV, 2003. ISBN 80-86642-17-8, p.164. Translation O.L.

[89] Eurydice: *The Education System in Germany* [online] [cit. 2009-04-10]. Available at WWW: <http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/DE_EN.pdf>.

2.4.3 General characteristics of today's German education system and its administration

Since the year 1990 the Federal Republic of Germany has consisted of **16 Länder**, therefore of 16 diverse education systems as well. The Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung – BMBF) is the central ministry of Germany and has, according to the **Basic Law**[90] (*Grundgezetz*) that was adopted in 1949 and 1990, only limited scope. The basic tasks of *Bundesministeria* are[91]:

- **Legislative, policy and coordination tasks** for non-school initial and continuing vocational training,

- **Research** promotion,

- Legislation on training assistance and the funding thereof (in conjunction with the *Länder*),

- The promotion of **gifted school students**, trainees and students and the fostering of young scientific talent.

- The promotion of **international exchanges** of trainees, students, persons taking part in continuing education, instructors as well as scientists.

Bundesministerium is also responsible for the following tasks, if they are not in the competence of *Länder*: Regulation of general policy in the **higher education sector**; **Education planning** (in conjunction with the *Länder*), and the extension and construction of institutions of higher education, including teaching hospitals (in conjunction with the *Länder*). Research is supported by the *Bundesministerium* by:

- The **promotion of basic research** and the respective organisations working in this field (in conjunction with the *Länder*),

- The promotion of **key technologies**, particularly in the fields of health research, biotechnology, information technology, ecological research and mobility, research and development for employment and innovative work, transport and aerospace, and marine technology, and

---

[90] Relevant paragraphs of the *Grundgesetz* to the field of education [online] [cit. 24.4.2009] Available at WWW: <http://www.kmk.org/wir-ueber-uns/gruendung-und-zusammensetzung.html>.

[91] *Aims and Tasks of the Bundesministerium* [online] [cit. 20.03.2008]. Available at WWW: <http://www.bmbf.de/de/90.php>.

- Promotion of state **preventive research** in the fields of the environment, climate, ecology and health, the promotion of marine and polar research, research and development to improve working conditions, research into education and training, and research in the field of humanities and the social sciences.

It is noticeable that the Federal Ministry creates just the common framework. Education is administered by the governments of the *Länder*, namely by the Ministries of Culture (*Kultusministerium*)[92]. These ministries have the task to plan, organise and administer the education system of the appropriate *Land*. They have non-restricted power on choosing the tools of supervision of schools, administration of schools and vocational learning, further education of teachers and planning of general and specialised curriculum. In most of the *Länder* the curriculum is developed by a commission that includes teachers, experts in the field of education and representatives of the ministry.

To ensure a certain level of consensus among all education systems of the federal states in the year 1948, according to the agreement of the Ministers of the federal states of Germany, a coordinative body was established that was named The Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (abbr.: *Kultusministerkonferenz - KMK*). This Standing Conference unites the ministers and senators of the *Länder* responsible for education, higher education and research as well as cultural affairs.

Its main tasks are[93]:

- to agree on the **accordance and comparability** of certificates and final qualifications,
- to work towards safeguarding **quality** standards in schools, vocational training and higher education,
- to promote **co-operation** among educational, scientific and cultural institutions.

Among the main successes of the Standing Conference is the agreement on unified assessment, or consensus on the standards for the development of teaching materials.

---

[92] List of websites of all *Kultusministeriums* [online] [cit. 02.12.2008] Available at WWW: <http://www.bildungsserver.de/zeigen.html?seite=612>

[93] *Kultusministeriumkonferenz* [online] [cit. 02.12.2008] Available at WWW: <http://www.kmk.org/information-in-english/standing-conference-of-the-ministers-of-education-and-cultural-affairs-of-the-laender-in-the-federal-republic-of-germany/organisation-and-proceedings.html >.

2.4.4 General structure of the German education system[94]

Due to the above mentioned reasons, the general structure can only be defined in a general frame. However, all 16 systems consist of similar attributes, even though they may be called by a different term or of a different length.

Pre-school education

Nursery schools (*Kindergarten*), which are under the administration of the Ministries of Social affairs, can be attended by children from the age of 3 years up to the time when they start to attend primary school (*Grundschule*). Attendance at these institutions is voluntary and it is usual that children attend the nursery for just a part of the week or part of a day. There is a defined curriculum and the task of nurseries is to help guide the upbringing of the child. Children should learn the basic habits and develop the awareness of living together with others. When a child reaches the age of 5 there is, in some of the federal states, the possibility to attend an orientation class that will help the child to prepare for primary school. These are preparation classes (*Vorklassen*).[95]

Compulsory formal education (primary and lower secondary level)

Compulsory schooling begins for all children at the age of 6. Regularly lasts for 9 – 10 years as full-time schooling, next three years partly for vocational pupils, totally 12 years. Pupils have the possibility to voluntarily attend one more year of school that allows them to finish the entire secondary schooling.[96]

Primary education is represented by the primary school (*Grundschule*), which covers grades 1 to 4 (in Berlin and Brandenburg grades from 1 to 6). Primary schools are attended on a mandatory basis by all children. The acquisition of reading, writing, and arithmetic skills plays a central role in initial teaching at *Grundschulen*. Education is provided both in lessons focused on particular disciplines and subject areas as well as in interdisciplinary lessons. The subjects taught at this level include German, mathematics, sciences (*Sachunterricht*) (which

---

[94] The primary source for the German education system is Eurydice: *Germany. 2002/2003: Structures of Education, Vocational training and Adult Education Systems in Europe* [online] [cit. 2008-02-13]. Available at WWW: <http://www.eurydice.org/ressources/eurydice/pdf/041DN/041_DE_EN.pdf>.

[95] In the year 2003 were attending the *vorklassen* by 1,7% children.

[96] WALTEROVA, E.: *Struktura vzdělávacího systému v Německu*. [The structure of education system in Germany] *RVP* [online] [cit. 2009-01-06]. Available at WWW: <http://www.rvp.cz/clanek/703/510>.

provides an introduction to social studies, history, geography, biology, physics and chemistry), art, music, sport, and, in most *Länder*, religion.[97] After finishing the primary school pupils reach the age of 10 and this age is in most of the federal states the key age for deciding on the future education direction.

To continue the schooling, one can choose from the following type of schools on the lower secondary level:

School types offering **one educational path**:

- *Haupschule* (that lasts mostly 5 to 6 years)
- *Realschule* (that lasts regularly 6 years)
- *Gymnasium* (that lasts regularly 9 years)

Or schools offering **more then one educational path**:

- *Gesamtschule* (that combines all 3 types of schools)
- *Mittleschule* (that has internal stratification and offers various way of advancing)

Schools that offer one educational pathway are traditional for the former West Germany. This differentiation is strongly conservative due to the fact that, at the age of only 10, the decision about the future education pathway of the pupil is already being taken and this system does not support the possible transition from one type of school to another type.

Haupschule, which offers fundamental comprehensive education and prepares pupils for vocational schools, belonged in the half of the last century among the key types of schools at the secondary level. Today it is the type of school that faces low "quality" of pupils, teachers as well as facilities and support. In the larger cities in the western part of Germany *Haupschulen* are attended mainly by children from broken and socially weak families or migrants families due to the low competence in German language. Mandatory education covers 9 years and is finished by the *Haupschulabschluss* qualification. With this certification it is possible to enter vocational programmes of the dual type such as in *Berfuschulen* or *Berufsfachschulen*. In many federal states it is a possibility to continue to a 10th year of

[97] *Germany 2002/2003* [online] [cit. 05.04.2008] available at WWW: <http://www.eurvdice.org/ressources/eurvdice/pdf/041DN/041_DE_EN.pdf>. p.17.

schooling and reach the qualification that allows the possibility to enter a vocational secondary school.

Realschule offers extended general education and prepares pupils for vocational schools. Schooling is finished by the school-leaving qualification of *Mittlere Schulabschluss* or *Realschulabschluss*, which allows the pupil to enter a vocational secondary school (*Fachoberschule*) and in some cases *Fachgymnasien*, which can be finished by graduation (*Abitur*).

Gymnasium offers intensified general education and prepares pupils for graduation (*Abitur*). *Abitur* is the only certification that allows entrance to any school at the tertiary level of education. In the tenth year pupils must pass examinations in all of the subjects in order to be able to attend the gymnasium further (*Gymnasiale Oberstufe*).

Gesamtschule combines all the previous types of schools. Pupils are guided according to their abilities and performance to an appropriate school-leaving certification. The decision about the future education pathway of the pupils is not undertaken at the age of 10, but later.

For all types of school at the lower secondary education level **orientating classes** (*Orientierungsstufe* are held), which are implemented during the 5th and 6th class. In this period pupils can move to other types of school. *Orientierungsstufe* were initiated and implemented in order to ensure the possibility of movement from one type of school to another. However, so far this possibility is not being used by a high number of pupils.

Assessment of compulsory schooling is unified for the whole of Germany according to the agreement of the *Kultusministerumkonferenz*[98]:

1. The mark *sehr gut* (very good)

2. The mark *gut* (good)

3. The mark *befriedigend* (satisfactory)

4. The mark *ausreichend* (adequate)

5. The mark *mangelhaft* (poor)

6. The mark *ungenügend* (very poor)

---

[98] *Germany 2002/2003* [online] [cit. 05.04.2008] Available at WWW: <http://www.eurydice.org/ressources/eurydice/pdf/041DN/041_DE_EN.pdf>. p.18.

On the chart below you can find the **qualification achieved by** pupils from the entire Federal Republic of Germany from *Haupschulen* and *Realschulen* (or schools that are adequate to this level as *Mittleschule* or *Regelschule*). Data is from classes that took the school-leaving exam in 2005.[99]
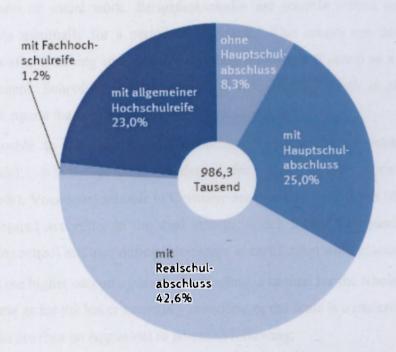
Figure 3. Achieved qualification of pupils from the entire Federal Republic of Germany from *Haupschulen* and *Realschulen*

In the school year 2004/2005 9 624 854 pupils attended primary and secondary schools in Germany. 2 404 043 attended gymnasium, 3 149 546 *Grundschule*, 1 195 101 *Haupschule*, 1 351 452 *Realschule*, 613 227 integrated schools as *Mittleschule* and 423 771 other institutions as e.g. Waldorf schools.

Post –compulsory secondary education

This level of education is available for students aged between 16 -19 years. It offers a general as well as a vocational education or a combination of both.

The Upper level of gymnasiums (*Gymnasiale Oberstufe*) provide general education and are finished by *Abitur*. Pupils have the possibility, after the 10th class of gymnasium, to transfer to

[99]   *Statistisches Jahrbuch* [Statistical Yearbook] [online] [cit. 02.14.2007] Available at WWW: <http://www.destatis.de/jahrbuch/jahrbuch2006_downloads.htm>.

a vocation gymnasium (*Fachgymnasien* or *berufliche Gymnasien*), which are focused on a certain field and are finished by *Abitur*.

Another type of school that **combines general and vocation education** is a vocational school (*Berufsfachschule*). This school prepares its pupils for certain types of work in the fields of industry, business or social work. *Berufsfachschulen* are schools with a daily attendance. Attendance lasts minimally for a period of one year. This school can be attended on a voluntary basis after finishing compulsory schooling (minimum 9 years) as a preparation for future employment. Schooling is finished by an examination, which is after 2 years of attendance, and equals the certification of a *Realschuleabschulss*.

It is also possible to gain vocational schooling in the **technical vocational schools** (*Fachoberschule*), which prepare students for the higher vocational schools (*Fachhochschule*). Vocational schools in Germany are attended by 2 thirds of all pupils. The system is structured according to the dual system, which means that pupils acquire their knowledge at the school and also during internships at certificated work places.

Assessment at the higher secondary level of schooling is unified for the whole of Germany. It is either the same as for the lower secondary schooling or the scale is transferred to the system of points. Marks are then an equivalent to points as following:

15/14/13	Equals to the mark: *sehr gut* (very good) (1).
12/11/10	Equals to the mark: *gut* (good)(2).
9/8/7	Equals to the mark: *befriedigend* (satisfactory) (3).
6/5/4	Equals to the mark: *ausreichend* (adequate) (4).
3/2/1	Equals to the mark: *mangelhaft* (poor) (5).
0	Equals to the mark: *ungenügend* (very poor) (6).

Table 4. Assessment of higher secondarily level of schooling in Germany

Tertiary level of education

The tertiary level of education in Germany is represented by several types of schools of the university type and **vocational academies** (*Berufsakademien*) that represent non-university type of schools.

Berfusakademien connect theoretical preparation at the academy with practical training that takes place in companies. Usual fields that academies focus on are engineering or business/entrepreneurship.
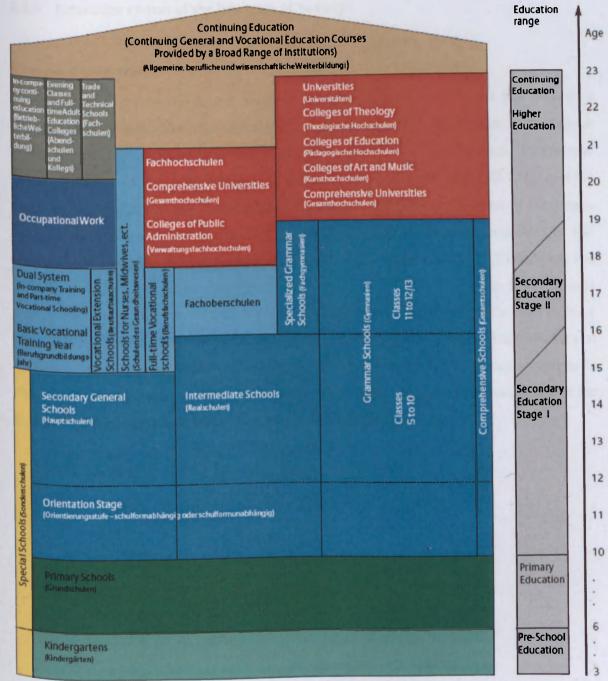
University education is covered by Universities (Universitäten) and education/art/musical/specialised high schools (*Pädagogische/Kunst/Musik/Fach Hochschulen*). Universities are responsible for conducting research activities and support of scientists and are the only type of school allowed to conduct doctoral education (*Promotion*). Studying at university can be finished by passing one of the following school-leaving examinations *Hochchul-, Bachelor -, Master-, Diplom-, or Magisterprüfung* .

Colleges of education (*Pädagogishe Hochschulen*) train teachers for primary schools, lower secondary schools and special schools (Sondernschulen). The schooling is finished by gaining a certificate in education (*Diplom-Pädagoge*). Art and musical colleges are finished by a *Diplom* or by a certification called *Meisterschüler*.

Figure 4. The German education system [100]

Education in Germany

Basic structure of the Education System of the Ferderal Republic of Germany

Education range

Age

Continuing Education
(Continuing General and Vocational Education Courses Provided by a Broad Range of Institutions)
(Allgemeine, berufliche und wissenschaftliche Weiterbildung)

In-company continuing education (Betriebliche Weiterbildung)

Evening Classes and Full-time Adult Education Colleges (Abendschulen und Kollegs)

Trade and Technical Schools (Fachschulen)

Universities (Universitäten)

Colleges of Theology (Theologische Hochschulen)

Colleges of Education (Pädagogische Hochschulen)

Colleges of Art and Music (Kunsthochschulen)

Comprehensive Universities (Gesamthochschulen)

Continuing Education

Higher Education

Fachhochschulen

Comprehensive Universities (Gesamthochschulen)

Colleges of Public Administration (Verwaltungsfachhochschulen)

Occupational Work

Dual System (In-company Training and Part-time Vocational Schooling)

Basic Vocational Training Year (Berufsgrundbildungsjahr)

Vocational Extension Schools (Berufsaufbauschulen)

Schools for Nurses, Midwives, ect. (Schulen des Gesundheitswesens)

Full-time Vocational Schools (Berufsfachschulen)

Fachoberschulen

Specialized Grammar Schools (Fachgymnasien)

Grammar Schools (Gymnasien)

Classes 11 to 12/13

Comprehensive Schools (Gesamtschulen)

Secondary Education Stage II

Secondary General Schools (Hauptschulen)

Intermediate Schools (Realschulen)

Classes 5 to 10

Secondary Education Stage I

Special Schools (Sonderschulen)

Orientation Stage (Orientierungsstufe – schulformabhängig oder schulformunabhängig)

Primary Schools (Grundschulen)

Primary Education

Kindergartens (Kindergärten)

Pre-School Education

23
22
21
20
19
18
17
16
15
14
13
12
11
10
·
·
·
6
·
·
·
3

• Diagrammatic representation of the typical structure of the education system of the Federal Republic of Germany. In individual Länder there are variations from the above pattern.
• The age given for attendance at the various educational institutions refers to the earliest possible typical entry.

[100] *Education in Germany* [online] [cit. 06.01.2009]. Available at: <http://www.kmk.org/information-in-english/the-education-system-in-the-federal-republic-of-germany.html>.

2.4.5 Education system of the free state of Saxony

General characteristics

Saxony belongs among the former states of Eastern Germany (GDR) and has become a member of the Federal Republic of Germany together with the 4 other states of the former GDR. It is the 10th largest state of Germany with a land area of 18,413, which is about one fourth of the size of the Czech Republic. The capital city is **Dresden** and with Leipzig is the most visited sight of Saxony. Saxony has 4.3 million of inhabitants. In terms of languages, Saxony has a low and Old Saxon dialects. Upper Sorbian (a Slavonic language) is still actively spoken in parts of Upper *Lusatia*, especially in the cities of Cottbus (Choczebus) and Bautzen (Budyšin) that are occupied by the Sorbian minority. The Germans in Upper Lusatia also speak distinct dialects of their own (Lusatian dialects). Education in the free state of Saxony is administrated by the Saxon state government, specifically by the State Ministry of Culture of Free State of Saxony (*Staatministerium für Kultus*). The education system is structured with the focus on the inclusive lower secondary school *Mittleschule*, which is the greatest difference to the traditional West German education systems.
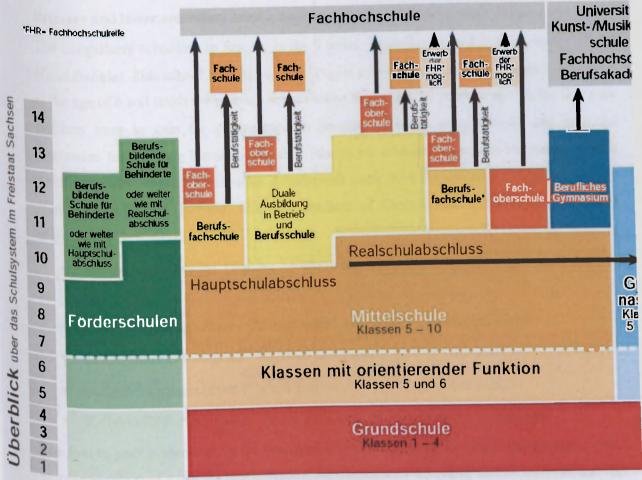
Figure 5. The education system of the Free State of Saxony [101]

Levels of schooling and types of schools

Pre-primary education

At the level of the pre-primary education there are both nursery schools (*Kindergarten*) and preparation classes (*Vorklassen*) as is typical in the entire Germany.

---

[101] *The education system of the Free state of Saxony* [online] [cit. 01.06.2009]. Available at WWW: <http://www.sachsen-macht-schule.de/schule/18.htm>.

Primary and lower secondary level

The compulsory schooling in Saxony is for 9 years. Schooling begins at the primary school (*Grundschule*). This school lasts for 4 years. Pupils start to attend their compulsory schooling at the age of 6 and finish the primary school when they reach 10 years of age. In the first year children learn to gain the competence to be able to work independently and gain the motivation for life long learning. The first year is not assessed by marks but pupils receive written evaluations on their learning. **Assessment** starts from the second year and the already mentioned scale 1-6 is used. The **Curriculum** of *Grundschule* includes the following subjects: [102]

- Reading and writing (writing of short stories, reading of fairy-tales and children literature)
- Sciences (getting to know the near world and its functions and principles)
- Mathematics (fundamental functions and focus is given on the development of logic)
- Foreign languages (from 3rd class English is taught 2 times per week)
- Religion/Ethics (pupils can choose protestant or catholic religion, or ethics)

The **fourth year** is essential for the future education pathway of the pupil. On the basis of the recommendation of a teacher that evaluates the potential of the pupil, his/her interests and the preferences of his parents, a decision is taken on which **type of school** will be most suitable.

In Saxony, *Hauptschule* **and** *Realschule* **schools are not offered**. These 2 types are integrated into a Middle school (*Mittelschule*). Pupils can also choose *Gymnazium* and *Förderschule*, which is a school with individual care for pupils with physical of mental handicaps or limitations. When a pupil enters the *Mittelschule* s/he can still decide on a future educationa pathway. *Mittelschule* can be finished in the 9th class by Haupschulabschluss or in the 10th class by *Realschulabschluss*.

The 5th and 6th classes are so called orientating classes. Up to the end of the 6th class pupils have the possibility to choose the school-leaving exam *Haupt* – or *Realschulabschluss* and topic of their subjects, which they will attend from the 7th class onwards. From the 7th to 9th or 10th class, alongside the compulsory subjects (German language, mathematics, first foreign

---

[102] *Sachsisches Staatministrerium für Kultus* [Saxon State Ministry of Culture] [online] [cit. 01.06.2009]. Available at WWW: <http://www.sachsen-macht-schule.de/schule/download/download_broschueren/br_saechsisches_schulsystem_en.pdf>.

language, physics and chemistry), each pupil can choose his/her own profile. The offer has 7 thematic fields:
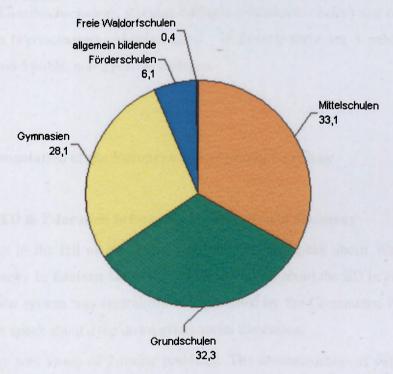
- Natural Science and Technology
- Art and Culture
- Social and Public Work
- Language and Communication
- Health and Sports
- Computer Science and Media
- Entrepreneurial Action

For each profile the pupil can choose a **second foreign language** (mainly French followed by Russian, Czech and Polish). From the 7th class onwards a compulsory subject of computer science is also implemented. After finishing the middle school pupils follow their education pathway further according to the school-leaving examination. After finishing primary school it is also possible to proceed to a *Gymnasium*. To enter a *Gymnasium it* is necessary to have the recommendation from primary/middle school or to pass the entrance examination. *Gymnasiums* cover 8 years of education. As in *Mittelschule* the first 2 years are orienting years that help the pupil to decide on his/her future education pathway. From the 6th class it is compulsory to choose 2 foreign languages. Similarly to *Mittelschule,* at the end of the 6th class pupils can choose their **future profile**. There is the following **thematic offer**: Natural science profile; Language profile; Social science profile; Art profile; Sports profile.

In many cases the profile can be pre-defined by the fact that pupil/parents choose the *Gymnasium* that has in its curriculum a close focus on one of the mentioned profiles (e.g. Sport *Gymnasium*). Preparation for the **graduation** (*Abitur*) starts after the 10th class These 2 last years of gymnasium are called *Gymnasiale Oberstufe* (already part of the upper secondary education). *Gymnasiale Oberstufe* in the Saxony system therefore covers the 11th and 12th year of schooling. Schooling is divided into so called *Grund – und Leistungskursen* (basic and advanced courses). Basic courses (*Grundkurse*) are designed to transfer general knowledge and these courses are compulsory. Advanced knowledge can be gained by pupils in 2 or 3 *Leistungskursfächern* (advanced courses). After choosing these courses, pupils can not change this choice, which is always done for one year. Studying at the *Gymnasiale Oberstufe* is finished by *Abitur*, which allows pupils to enter any type of school at the **tertiary level**.

Pupils with certain handicaps are offered comprehensive schools with individual assistance (*allgemein bildenden Förderschulen*)   These schools are for pupils with mental, psychological or physical dysfunction that wouldn't be able to integrate into normal comprehensive schools without special educational support. In Saxony there are also 3 **Waldorf free schools** (Waldorfschulen). These private alternative schools are characterized by a special educational approach (Rudolf Steiner). These schools cover classes' from 1 to 13. Schooling at Freien Waldorfschle has the same value as an adequate public school[103]. In the following chart **the proportion of attendance at each type of school** is visible. All pupils from Saxony of the year 2005/2006 at the primary and lower secondary level are included.

Schüler/innen an allgemein bildenden Schulen im Freistaat Sachsen im Schuljahr 2005/06 nach Schularten
in Prozent

© Statistisches Landesamt des Freistaates Sachsen 2006

Figure 6. **Proportion of pupils at comprhensive schools in the year 2005/2006** [104]

---

[103] Since the year 1992 has the number of pupils at the 3 schools of the Waldorf type grown from 702 to 1202 pupils.

[104] Statistisches Landesamt des Freistaates Sachsen [online] [cit. 01.06.2009]. Available at WWW: <http://www.statistik.sachsen.de/appsll/Bildung/index2.html?allgemeines/system.html>.

Vocational learning at the upper secondary level

Vocational schooling is covered by several types of schools. These are *Berufsschulen, Berufsfachschule, Fachoberschule, Berufliches gymnasium a Fachschule*. **Vocational schools** (*Berufschulen*) offer a **dual vocational training** (combining education in school and in companies). *Berufschulen* are independent institutions, which are at the same time partners of enterprise education. For pupils that sign a contract with the school attendance at the school is a mandatory element.

Tertiary education

For the tertiary sector of education in Saxony, the same circumstances as for the entire Germany are valid. There are 4 types of schools at the tertiary level in Saxony: universities, art colleges *(Kunsthochschulen)*, sciences colleges (*Fachhochschulen*) and colleges of public administration (*Verwaltungsfachhochschulen*). In Saxony there are 5 public and 1 private Universities and 5 public and 2 private colleges.

2.4.6 Implementation of the European Dimension in Germany

2.4.6.1 The ED in Education before the re-unification of Germany

First of all, up to the fall of the Berlin wall in 1989, we speak about West Germany and Eastern Germany. In **Eastern Germany** we cannot speak about the ED in education as such, as the education system was centralized and governed by the Communist Party. With irony we could more speak about a top down given soviet dimension.

West Germany was aware of 2 major problems. The deconstruction of values and German identity during and after World War II and the fact of having a complicated role of being "Germany" in the eyes of foreigners and especially its neighbours.

For these reasons **West Germany** was one of the key promoters of European cooperation and integration. West Germany was among the founding members of the CoE and as well one of the 6 states that founded the European Economic Community (EEC).

In the curriculum of West Germany we can find a reflection of the key documents of the CoE that addressed the theme of ED in education as in the resolution on civic and European

education. From 1970 onwards ED was becoming part of the school curriculum of all federal states. Its implementation into schooling was based on principles that were found in the key documents of the CoE and resolutions and recommendations of the **Standing Conference of Ministers of Education and Cultural Affairs and Science** *(Kultusministerkonferenz, KMK; further referend as KMK)*. Therefore these processes had legitimacy for all federal states of Germany. Each state gave them shape and specification according to its needs and circumstances. One of the priorities was education towards **Europeanism**. European matters became a mandatory part of geography, history, social studies and political education and subjects having economic and law-based content.[105] These changes were implemented on the back of the recommendation that was adopted by the KMK on the 8.6.1978 (*Der Beschluss der Kultusministerkonferenz*) named **Europa im Unterricht** (Europe in classroom). KMK addresses all stakeholders of the education process (teachers, researchers, authors of textbooks, etc.) to implement the ED into schooling and address European themes. This document served as a base for future development of the ED in education in Germany and has been twice revised up to 2009.

The fact that West Germany, and later the federal republic of Germany, has a focus on the promotion of German culture and on renewing partnerships with neighbouring countries can be seen in the survey "Relation of Poles towards other nations" from the Polish Centre of research into public opinion (*Centrum badan opinii spolecznej*). This survey shows that in the year 1993 just 23% of poles saw Germans as sympathetic and 53 % declared their negative attitude towards Germans. These numbers positively change when taking a look at the year 2008, when 38% of Poles saw Germans as sympathetic and only 32 % declared their negative attitude towards Germans.[106]

2.4.6.2 After the fall of the Berlin wall

In 1989 the crisis of the communist system and its failure to reform brought several weeks of civil unrest to Eastern Germany that was concluded by the announcement of the East German government on the 9th of November 1989 that citizens of the former East Germany could visit

---

[105] JEŽKOVÁ. V., KOPP VON, B., JANÍK, T.: *Školní vzdělávání v německu* [School education in Germany]. Praha: Karolinum, 2008. ISBN 978-80-246-1558-5. p.49. English translation O.L.

[106] CBSO: *Stosunek Polaków do innych narodów.* [Attitude of Poles towards Other Nations]. Warszawa, 2008 [online] [cit. 10.06.2009]. Available at WWW: <http://www.cbos.pl/SPISKOM.POL/2008/K_193_08.PDF>. p.3.

West Berlin. This started the process of **re-unification** of Germany that was formally adopted on the **3rd October 1990.**[107]

This new political situation brought a range of economic-social changes as well and led to the loss of the former values of the eastern part of Germany. This lack of orientation not only affected young people, but also adults, including teachers. Because of their former socialisation in a socialist society, people were used to a normative concept of values, which clearly defined what is right and wrong. Furthermore, education had been aimed at bringing up youth in a spirit of collectivism, discipline and international solidarity. The implementation of those educational targets was supported by the necessity to help each other in a state characterized by the non-availability of certain goods.[108] This **loss of values** needed to be reflected by an education system that would lead individuals to live in a pluralistic society oriented on individual values such as autonomy or the struggle for acquiring rights.

The GDR became part of the Federal Republic of Germany in 3.10.1990 and **adopted all valid laws of the Federal Republic.** This means that it included law in the area of education and the former GDR states had to follow the transformation towards the education system of the federation. Germany, and especially the former GDR states, was suddenly in a complicated situation that was to follow up the continuity that was broken in 1933This is interconnected with the attitudes of its citizens and the development of their identity on the national as well as on the European level. Furthermore, in the 1990's the issue of immigrants deepened, connected with the **higher rate of migration** after the year 1989 and with the new circumstances in the labour market.[109] All these attributes of the reunification process had to be reflected by the education system. The KMK had to react to these processes and chose the ED in education as one of the principles that had the potential to reconnect Germany and to educate pupils towards a new, globalised life as well.

KMK responded to the positive cooperation of European countries towards integration into the European Union, rapid changes in Central and East Europe, reunification of Germany and

[107] Detailed description from the historical perspective can be found at the internet portal of *Deutsche Welle*: [online] [cit. 01.06.2009]. Available at WWW: <http://www.dw-world.de/dw/0,,12302,00.html>.

[108] EVANS, D.. GRÄSSLER, H., POUWELS, J.: *Human rights and Values Education in Europe*, Freiburg, FillinbachVerlag, 1997. ISBN 3-931240-03-7. p. 107.

[109] GRÖSCHLOVA. A.: *Zavádění evropské dimenze do školního vzdělávání.* [Implementation of the European Dimension in Education into school education] In A. GREGER, D., JEŽKOVÁ, V. (ed.) *Školní vzdělávání. Zahraniční trendy a inspirace* [School education: Foreign Trends and Inspiration]. Praha: Karolinum, 2007, ISBN 80-246-1313-1. p. 78.

the adoption of the **Resolution on the European Dimension in teaching** by the Council of Ministers of the European Community on the 24th May 1988, by revising and further developing the **recommendation *Europa im Unterricht* from 8.7.1978**.

The revised recommendation ***Europa im Unterricht* was adopted on the 7.12.1990.** The recommendations were co-created in close cooperation with the CoE.[110] It describes the context by describing the importance of understanding Europe more than as a geographical term and underlines the need to raise awareness about the sense of belonging to Europe as a community of citizens. Focus is also given to the dynamic processes in Central and East Europe and supporting the future membership of countries from these areas in the CoE and European Community and, in short, having a common market. The recommendation sets the task for German schools to educate pupils **about Europe**. Schools should impart **knowledge and understanding** of the following topics:

- the geographical diversity of Europe with its physical, social and economic structures
- the political and social structures of Europe
- influential historical forces in Europe, especially the development of an understanding of justice, the role of the state and freedom in Europe
- lines of development, features and evidence of a common European culture notwithstanding its diversity
- the linguistic diversity of Europe and the cultural richness which this represents
- the history of the European ideal and integration efforts since 1945
- the balance of interests and joint action in Europe to resolve economic, environmental, social and political problems
- the functions and procedures of European institutions[111]

To be able to live in the European community the recommendation asks for education of pupils towards the following **skills and attitudes**:

- willingness to communicate and understand, in order to fight prejudice and to recognize the society as a common European society united in diversity,

[110] VORBECK, M.: *The bigger Europe.* In JANSSEN, B (ed.). *The European Dimesion for Teachers – Report on the Sekond Coneferece on the European Dimension in Teaching and Education.* Bonn: Europa Union Verlag, 1993, ISBN 3-7713-0463-6. p. 39.

[111] Eurydice: *The Education System in Germany* [online] [cit. 10.04.2009]. Available at WWW: <http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/DE_EN.pdf>. p.231.

- openness towards other cultures, and respecting cultural identity,

- respect towards the value of European legal and judicial systems and recognition of human rights,

- ability to work together with neighbours and a willingness to compromise in the realization of the various interests in Europe,

- support freedom, democracy, human rights, justice and economic security,

- willingness to preserve peace in Europe and in the world.[112]

To achieve the designed competences, the themes of the ED were integrated mainly into **subjects of a social and economic nature** (History, Social studies, Politic education, Geography, etc.) and into German and foreign-language lessons. *Länder* have made their specific aims and developed their own teaching materials. Great focus is given to face-to-face **exchanges and extra-curricular activities** such as school competitions or twinning projects with partner schools. This goes hand in hand with the use of the new information technologies, which enable schools to raise the effectiveness of twining projects and find new attractive teaching materials as well. In order **to develop the ED in the German education further**, the recommendation further proposes to, among other measures, focus on the following:

- improving **motivation of teachers** and pupils to address European issues by giving them firsthand experience of Europe (i.e. above all through increased participation in bilateral exchanges, international contacts, projects and opportunities to put foreign languages into practice),

- pilot projects to promote the European learning theme in lessons and to raise European

- awareness in schools,

- promotion of **bilingual teaching,**

- inclusion of the European dimension and **foreign language skills in teacher training,**

- foreign-language training (also as part of the training of skilled workers),

- **school exchanges** including increased exchanges between vocational schools.[113]

---

[112] European Academy of Berlin: *Die Europäische Dimension in den Lehrplänen der deutschen Bundesländer - Vergleichende Studie im Auftrag der Europäischen Kommission –Vertretung in Deutschland* [The European Dimension in the curriculum of the German federative states – a comparative study on the demand of the European Commission - represented in Germany]. Berlin, 2007. p. 338. English translation O.L.

This recommendation led to the greater involvement of German schools in the Socrates programme and especially in the **Commenius Programme**. Foreign language teaching has developed its quality and the range of languages offered has been widened as well. In almost all *Länder*, foreign language teaching is already firmly established in the curriculum of the primary schools as compulsory subject in grades 3 and 4. This is partly in the form of **cross-border regional projects** to promote cooperation between schools. The number of pupils learning the less common foreign languages of Italian and Spanish has increased appreciably over the last years, and Danish, Dutch, Polish and Czech are taught in the relevant neighbouring regions.[114]

In the field of international cooperation and exchanges Germany is active in bilateral agreements as well as within the educational programmes of the EU. Support for international exchanges in the field of school education is the responsibility of the **Educational Exchange Service (Pädagogischer Austauschdienst – PAD)** of the KMK. Its task is to contribute to the understanding amongst nations and raise the quality of international dialogue, give the stimulus for strengthening foreign-language teaching and spread German language as a foreign language abroad.[115] PAD is also responsible for the educational program of the EU – Commenius.

Until 2008 the recommendation from "1990 Europe in the Classroom" was the only official document for the German federation in the area of the ED in education.

2.4.6.3 German Presidency of the Council of the EU in 2007 as a stimulus for the revision ED in German education

The six months long **German Presidency of the Council of the European Union** (further referred to as the German presidency) started on the 1.1. 2007 and Germany held the presidency for the twelfth time (including the presidencies of the West Germany). The European Council is active in 9 policy areas. One of the areas is education, youth and culture.

---

[113] European Academy of Berlin: *Die Europäische Dimension in den Lehrplänen der deutschen Bundesländer - Vergleichende Studie im Auftrag der Europäischen Kommission –Vertretung in Deutschland* [The European Dimension in the curriculum of the German federative states – a comparative study on the demand of the European Commission - represented in Germany]. Berlin, 2007, p. 340. English translation O.L.

[114] Eurydice: *The Education System in Germany* [online] [cit. 10.04.2009]. Available at WWW: <http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/DE_EN.pdf>. p.23.

[115] JEŽKOVÁ, V., KOPP VON, B., JANÍK, T.: *Školní vzdělávání v německu* [School education in Germany]. Praha: Karolinum. 2008. ISBN 978-80-246-1558-5. p. 49. English translation O.L.

84

Within this area the German presidency defined **priorities for the fields of education** and research policy. Priorities are based on the vision of encouraging innovation as a basis for sustainable growth and more jobs as well as cultural and social cohesion and were defined as follows:

- The **Lisbon Strategy** to strengthen Europe's competitiveness,
- the **50th anniversary** of the Treaties of Rome on 25 March 2007,
- the launch of the **Lifelong Learning Programme** and greater synergy between national and European measures,
- the launch of the Seventh Research Framework Programme and the establishment of the European Research Council (ERC) and the Security Research Programme.[116]

With the motto for the area of education *Bildung verbindet* (Education unites) the German presidency put the emphasis on the cultural, economic and social participation of European citizens and focused on further progress of the following fields of action of European education cooperation: the **European Qualifications Framework** (EQF) with close focus on vocational schooling; the launch of the **Lifelong Learning Programme** that builds on the Socrates programme with the new budget of approximately €7 billion for years 2007 to 2013; the **Bologna Process**, which extended beyond the borders of the EU member states and prepared the process for realising the European Higher Education Area by 2010.

Having these designed aims and priorities brought Germany to its own reflection of the ED in the German education. On this basis the European Academy Berlin[117] was assigned by the German presidency to conduct a detailed study on how the *Rahmenlehrplaene* (framework teaching syllabuses/curriculum) of all federal states reflects the ED. The study *Die Europäische Dimension in den Lehrplänen der deutschen Bundesländer* (**The European Dimension in the curriculum of the German federal states**; further referred to as the *study*) was conducted based on the criteria that were set according to the recommendation of the KMK from 7.12.1990 *Europa im Untericht* and was presented at the end of the German Presidency. The study was conducted in 2007 and we should be aware that the initial

---

[116]*Priorities* of the German presidency in the Council of the EU *in the area of education* [online] [cit. 11.06.2009]. Available at WWW:
< http://www.eu2007.de/en/Policy_Areas/Education_Youth_and_Culture/Education.html>.
[117] Detailed information about the *European Academy of Berlin* [online] [cit. 10.04.2009]. Available at WWW:
<http://www.eab-berlin.de>.

document was adopted 16 years earlier, and was written when there was no EU, the European Community had just 12 members, there was no common European currency and Europe was right at the start of the process of integration of west and east.

The study analysed all individual federal states and brought a common conclusion. The **study concludes** that KMK left the theme of the ED 16 years without **any adjustments** and calls for revision of the recommendations. Europe and EU is presented in German schools mainly in **the classes of Politic education** and there is **a notable deficit** in the classes without political content. ED should be understood by schools as a principle that is present in the overall content.

It draws a general conclusion that the quality and effectiveness of the *untericht* (teaching) depends on 3 attributes[118]:

- *Rahmenlehrplaene* **(curriculum)** that attain the aim, content and desired competences that should pupils develop

- **Textbooks and teaching materials** that should be created according to the *Rahmenlehrplaene* and should be the source of concrete information and inspirations

- **Teachers** that have to be supported by the preceding 2 attributes and should have a personal experience that will enable them to "bring" Europe closer to pupils.

The study further proposes that **teachers have to be motivated** to be personally interested in European issues and have to be well informed about these issues to be secure when delivering the specified topic. Finally, the study calls for the development of better teaching materials that would support teachers. This should be done with the cooperation of institutions dealing with the education of teachers and educators and publishers.

2.4.6.4 Recent headings

The KMK reacted to the conclusions of the study conducted by the **European Academy of Berlin** and revised the recommendation *Europa im Unterricht* on the 5th May 2008 into a recommendation *Europabildung in der Schule* (European education in the school). In general

---

[118] European Academy of Berlin: *Die Europäische Dimension in den Lehrplänen der deutschen Bundesländer - Vergleichende Studie im Auftrag der Europäischen Kommission –Vertretung in Deutschland* [The European Dimension in the curriculum of the German federative states – a comparative study on the demand of the European Commission - represented in Germany]. Berlin, 2007, p. 331. English translation O.L.

we can say that the **new recommendation** broadens the concept of the ED in education in German schools. The recommendation summarises the changes in European society in the last century and in the beginning of the new millennium. It describes the importance of the process towards today's peaceful Europe.[119] It mentions the new role of Europe in the world as a region receiving a high number of immigrants and the role of Europe in the global economy. High value is also seen in the CoE and its contribution in the field of education for democratic citizenship and human rights and the EU and its Lisbon strategy and **Education and training 2010** strategy. The document also highlights the idea of a Europe of regions and its potential for learning together without any issues of borders between countries.

The recommendation sets European awareness as a task of education and sets the competences that pupils should develop. These competences are just slightly different to those that were set in 1990. The main change can be seen in the **movement towards developing skills and attitudes**. Whereas in 1990 the competences of knowledge were in the document first, in the new recommendation competences of attitudes and skills come first. The competence of knowledge remained with the same description, but words such as "compare, find, understand" were added in order to show the need for practical use of this knowledge that would lead to participation of young citizens in everyday life. The document also responds to the conclusion of the study and describes in **which subjects and how the ED should be implemented**. The proposal is to implement ED more into subjects of history, political education, economy, law and geography. German language is proposed to be more interconnected with European literature and foreign-language teaching should be more supported. Other subjects such as religion and ethics, philosophy, mathematics, natural science and techniques, art and music as well as sport must not be reduced to national perspective and should be understood as the representation of the European heritage and today's society.[120]

---

[119] Kultusministerkonferenz: Europabildung in der Schule. Beschluss de Kultusministerkonferenz vom 08.06.1978 i.d. F. vom 05.05.2008, [Conference of Ministers of Culture: European education in the school. Conclusions of the Conference of Ministers of Cultrure on 08.06.1978 edited on the 05.05.2008] Berlin. 2008, [online] [cit. 12.06.2009]. Available at WWW: <http://www.kmk.org/dokumentation/beschluesse-der-kmk/beschluesse-aus-dem-bereich-des-allgemeinbildenden-schulwesens.html >. p.2. English translation O.L.

[120] Kultusministerkonferenz: Europabildung in der Schule. Beschluss de Kultusministerkonferenz vom 08.06.1978 i.d. F. vom 05.05.2008, [Conference of Ministers of Culture: European education in the school. Conclusions of the Conference of Ministers of Cultrure on 08.06.1978 edited on the 05.05.2008] Berlin. 2008, [online] [cit. 12.06.2009]. Available at WWW: <http://www.kmk.org/dokumentation/beschluesse-der-kmk/beschluesse-aus-dem-bereich-des-allgemeinbildenden-schulwesens.html >. p.8. English translation O.L.

In order to achieve this, the recommendation proposes to use the following possibilities of implementation:

- Thematic projects, for example the **day of Europe** conducted on the 9th of May, or days or week of Europe and if possible use the potential of Euroregions.

- Get involved in the **European educational program** of life long learning - Comenius and Leonardo da Vinci

- Take part in the international exchanges that are supported by **PAD and UNESCO school network** and Eco-Schools-Network of the Foundation for Environmental Education (FEE)

- Involve pupils in **competitions** about European themes, for example European spring day or Europe in school of the CoE

- Visit places that are symbolic of European unification.

The document also contains steps for further development, which have a very practical focus as a support for project teaching, use of **European language portfolio**, further training of teachers and especially to keep developing the recommendations for European education in school during the meetings of the KMK about curriculum and standards of schooling.

2.4.7 The Free State of Saxony and the European Dimension in education

The Free state of Saxony, as one of the renewed federal states, adopted the recommendation *Europa im Unterricht* as a binding document. The *Lehrplaene* (teaching syllabuses) were adopted from the federal state Baden-Wuerttemberg in 1992 and the first deeper revision of the curriculum was done in 2004, but just up to 9th grade. The positive changes are in the need to have **2 weeks of project teaching**, which can be interconnected with the extra-curricular activities. ED in the Saxon school is seen mainly in the classes of pupils that choose during their middle school **profile of social science** and especially in the area "Homeland abroad – foreign homeland" and "Homeland Europe – United in diversity"[121]

---

[121] European Academy of Berlin: *Die Europäische Dimension in den Lehrplänen der deutschen Bundesländer - Vergleichende Studie im Auftrag der Europäischen Kommission –Vertretung in Deutschland* [The European Dimension in the curriculum of the German federative states – a comparative study on the demand of the European Commission - represented in Germany]. Berlin, 2007, p. 145. English translation O.L.

When searching for ED in the Saxon school one has to analyze in details the *Lehrnenplane* otherwise there is no document of the Saxony Ministry of Culture that would specify the theme of Europe in the classroom. Saxony has mainly focused on the role of **languages**. The aim is to promote not just the languages of the western part of Europe, but languages of central and east Europe as well, as Saxony is neighbours with Poland and the Czech Republic. As the **migration to Saxony** (especially to areas of Dresden and Leipzig) has rapidly grown since 1989 and the local minority of **Lauzitz Serbians** were asking for more recognition and preservation of their language, Saxony decided to promote **multilingual schools**. This is supported by multi-language tournaments and school competitions.

Forms of extra-curricular activities are supported such as the use of the service of PAD the Network of partner schools (*Partnerschulnetz*), which serves as a database and source of information about schools abroad that are interested in creating partnerships with a German school. Every year the **"European week"** during the week of 9th of May is promoted and Schools in Saxony can receive a small grant (1500 €) from the State Ministry of Culture of Free State of Saxony if they prepare the European week in cooperation with neighbouring countries (Poland, Czech Republic).[122]

In order to further develop the ED in education, the State Ministry of Culture of Free State of Saxony also offers schools the possibility to receive the Seal "Europe School in Saxony." All schools in Saxony can apply for the label by applying every year by the 1st October.

To receive the label the school has to have a Europe-oriented intercultural education profile, highlighted through a variety of projects and actions. The specified school has to fulfil criteria in the 8 following fields:[123]

- Reflect **European integration issues** and the recommendation of KMK on European education in the school teaching based on project approach.

- Language learning by intensified schooling and offer of more foreign languages, use of the European language portfolio for pupils

- **Partnerships and internships** with foreign European schools and institutions

[122] Detailed information about the European Week in Saxony school [online] [cit. 10.06.2009]. Available at WWW: <http://www.europa.sachsen.de/7906.htm>.

[123] *Europaschule in Sachsen* [European school in Saxony]. [online] [cit. 12.06.2009]. Available at WWW: <http://www.sachsen-macht-schule.de/schule/9327.htm?id=35>. English translation O.L.

- **Staff training and development** in the area of language skills and European Issues

- **the European school** will multiply and disseminate its experience and knowledge **in its region**

- **Quality assurance** in planning and organisation of the school with participation of all stakeholders

- **Promotion of talents** by participation in competitions on the national and European level and by offering extended classes for these pupils

- **Cooperation with neighbouring countries** by initiating or/and taking part in cross-border projects with Poland and the Czech Republic.

If the school fulfils these criteria the award is made annually in May in the framework of the European Week. The awarded school receives the label for a period of five years. The study of the European Academy of Berlin summarizes the situation of the ED in Saxony as having an **inconsistent picture**. ED can be found at the middle schools and gymnasiums in the form of education about the functions of the institutions of the EU and in the social science profile focus on the values of the EU. However, the transfer of the adopted documents of KMK can not be clearly seen in practice.

2.5   Education system in Poland

2.5.1   Poland: basic facts

Over the last 10 centuries the **borders of the country have changed** several times, which to this day continues to have a meaningful impact on society. The beginning of the state starts in 10th century with the dynasty of *Piast*. In between 16th and 17th century the Polish Commonwealth (Poland United with Lithuania) ruled over territories between the Baltic and Black Seas. For quite a long time Poland had a multicultural character. In the 18th century the country was divided among neighbouring countries: Russia, Prussia and Austria. Poland gained its independence after WW1 in 1918. In 1939 the invasion of Poland by Nazi Germany started WW2. In 1945, devastated by the War Poland was liberated by Soviet troops, and

from that time was under communist rule. Changes towards liberalism began in the 80's with the trade union Solidarity. The process of transformation started in 1989 with the "round table", followed by the first free parliamentary elections. [124]

Poland covers an area of 312 679 square kilometers[125] and is a parliamentary republic with the capital city in Warsaw. The population of the country is 38.23 million, 61,3 % of Poles live in urban areas and 38,7 % in rural areas. The country is divided into 16 *voivodships* (provinces), 379 districts (*powiaty*) and 2478 local government communes (*gminy*). For a few years now, Poland has been facing a decrease in the population, both due to the low number of births as well as the number of people migrating to Western Europe for economic reasons. There is an assumption that nearly 2 million young Poles left after Poland entered EU in 2004. In 2006 the number of immigrants was more than 4 times lower than the number of emigrants. Poland is a rather demographically homogenous country. According to estimates not more than 1.5 million people are members of national minorities, mainly: German, Belarusian, Ukrainian, Slovak, Lithuanian and Roma. Poland is catholic country, with nearly 34.2 million adherents. The Catholic Church still has a strong influence on different dimensions of social life. For some years the unemployed rate has been rather stable. At the end of 2006 it was 14.9%, but the rate of unemployment among people between 25 and 34 years was 27,9%, which was one of the main reasons for emigration from the country.[126]

Poland is a **parliamentary democracy** with a President being elected in direct elections. The parliament is composed of the two Chambers: Lower Chamber (*Sejm*) and Upper Chamber (*Senat*). The government structure is based on a Council of Ministers, led by the Prime Minister. Poland has been a member state of the Council of Europe since 1991, OECD since 1996 and NATO since 1999. On May 1st 2004 Poland became a member of the European Union.

---

[124] Eurydice: *The Education System in Poland* [online] [cit. 10.04.2009]. Available at WWW: < http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/PL_EN.pdf >. p.1.

[125] *Mały rocznik satystyczny Polski, 2007* [Concise Statistical Yearbook of Poland 2007], Warszawa: Zakład Wydawnictw Statystycznych, 2007. ISSN 1640-3630, p.26. English translation O.L.

[126] JANOWSKI. A. *Educational restructuring and change: post – communist educational transformation in Poland.* WALTEROWA, E., GREGER D. *The transformation of education systems in the Visegrad Countries,* Orbis Scholae, volume 1, number 2, 2007. ISSN 1802-4637. p.81.

2.5.2 Changes and reforms 1989 – 2009

Transformation of the Education System in Poland after 1989 can be divided into a few different stages. The first one starts just **after the "Round Table" in 1989**. The main challenges in the field of education taken on by the first Prime Minister of the first free-elected government, Tadeusz Mazowiecki, were to introduce new ideas into the teaching of humanities, particularly history, which was abused by **communists as a propaganda tool**, develop and implement a civic education programme, increase the scope of foreign language classes, increase the percentage of youth graduating from secondary school with diplomas allowing them to continue thei education and analyze and redefine a new role of vocational training. The direction of those changes were determined by a group of active teachers, mainly teaching in high schools in big cities, who were also part of the **Solidarity movement**: the Association for Independent Education, an underground movement in the years 1982 - 1989, whose representatives were also present at "Round Table".

Those radical changes and movements during the first few years of the 90's were followed by a time of relative stabilisation, which again brought some meaningful changes. One of the main priorities was development of **foreign language teaching**. Foreign Language Teacher Training Colleagues were created in 1990, especially in towns and cities that did not have higher education institutions. Young teachers were ready to start work in schools after 3 years training. Another important change was directly connected with higher education.

According to Parliament's decision from 1990 **private colleges and universities had rights to be established**. There was a high demand for people graduating from higher education institutions and due to that their number was increasing rapidly. The Number of college and university students in 2005 was approximately five times bigger than in 1990. There was also a meaningful decrease in the number of students choosing vocational schools as many decided to finish secondary schools and continue their education in college or university.

The initiative taken by the lower chamber of the Parliament in 1990 to allow each school to have **Internet access** was a very positive step towards schools preparing youngsters for life in the information society where the use of Information and Communication Technologies (ITC) is one of the key competences.

Another remarkable step was the new framework for teaching religion and ethics in primary and secondary schools. The decision whether students would attend religion or ethics classes was left to parents and students themselves.

After 1990 the state's monopoly in publishing school books materials and creating the curriculum was discontinued. This allowed educational institutions and private publishing houses to develop and publish educational materials.[127]

Another remarkable influence on the education system was the process of establishing nationwide non-governmental organisations (further on referred as NGOs), which since the early 90s were very active in the field of education. The best example of this is the founding of the Centre of Citizenship Education (*Centrum Edukacji Obywatelskiej*) by Jacek Strzemieczny and Alicja Pacewicz, two experts who are still to this day important education advisors for Ministry of National Education. Those organisations developed a range of educational projects for schools, connected with current important topics, but also had an important influence on development of education policy. Advisors from those NGOs were the key experts consulting on all education reforms in Poland.

Another important aspect of the transformation period was the fact that schools gained more freedom in developing individual curriculum. Teachers and principals were given the right to influence the curriculum and adopt it to regional needs and on the needs of pupils (depending on specific ethnic groups). On a global level, there was also a gradual handing over to local and regional authorities to run schools and educational institutions. The smallest districts (*gminy*) took over responsibility for the primary schools, while upper districts (*powiaty*) were responsible for secondary schools.

The First systemic reform after 1989 took place 10 years after the change in 1999. Until that time there was a division into primary and secondary schools (8 + 4 years, or 4-5 years for technical secondary schools). According to the new system there were **3 levels** instead of 2: primary school (6 years), *gimnazjum* (3 years) – both compulsory, and then specialised upper secondary school (3 years) or vocational school (2-3-4 years). The deepest changes introduced by the reform were connected with **prolonging the time of compulsory education** for 1 more year, offering a new system of **scholarships** for children and teenagers with less opportunities and improving the curriculum. The new curriculum aimed to equip students with **competences** through which they would be better prepared for life in society and to raise awareness among students about lifelong **learning opportunities**.

[127] JANOWSKI, A. *Educational restructuring and change: post – communist educational transformation in Poland*. WALTEROWA, E., GREGER D. *The transformation of education systems in the Visegrad Countries*, Orbis Scholae, volume 1, number 2, 2007. ISSN 1802-4637, p.85.

The main **EU standards**, which were introduced to the Polish system after 1999, were the following: compulsory education for 6 years old, stipendium system for young people from rural areas and popularisation of higher education.

2.5.3 Current reform

For the last 2 years the Ministry of National Education has been working on **new reforms**, which will be implemented from September 2009.[128] Its main aims are to: ensure high quality at all levels of education, especially in *gimnazjum* and *liceum* (due to the difficulties met in the transition period after the reform in 1999), to ensure better access to education for small children through popularisation of preschool education and **lowering the age of compulsory education to 6**, giving higher priority to **foreign languages** teaching and introducing a model of education that is more compatible with individual learning needs and abilities of pupils.[129] New education programmes are formulated from the point of view of learning outcomes and results for each individual pupil, which helps to identify the exact knowledge, skills and attitudes that each pupil will achieve within education process. The reform directly connects the educational programmes of *gimnazjum* and *liceum*, in order to avoid repetitions, which did happen in previous programmes. A very new aspect of reform is also that, starting from *gimnazjum* level, pupils will be able to choose additional topics connected with their skills and abilities. For students of *gimnazjum* it will be 30 hours per year of art or technical subjects, which aim to support them in making conscious decisions about their future professional development. There will also be the possibility to attend 30 extra hours per year of mathematics and Polish language for those who have learning difficulties. Teaching foreign languages is one of the priorities of the reform. Starting from primary schools pupils will have 6 hours per week of a first foreign language, and in *gimnazjum* they will already be able to choose a second foreign language. There will also be a possibility to start a 3rd foreign language in *liceum*. The first foreign language will be taught from the 1st class of primary school.[130]

---

[128] *Reforma programowa* [Reform of curriculum] [online] [cit. 2009-04-10]. Available at WWW: <http://www.reformaprogramowa.men.gov.pl/?redirect_count=1>. English translation O.L.

[130] *Podstawa programowa z komentarzami. Tom 3.Języki obce w szkole podstawowej, gimnazjum i liceum.* [School curriculum with comments. Part 3. Foreign languages teaching in primary school, *gimnazjum* and *liceum*]. [online] [cit. 10.03.2009]. Available at www:

Another high priority is **support for personal development of each pupil.** Already in *gimnazjum* pupils will be supported in identifying individual strengths and weaknesses, with the aim of supporting them in choosing further education. In upper secondary school they will be given extra help in monitoring if the choice they made was the correct one and in choosing topics for the graduation exam (further on referred to as *Matura exam*) in such a way that they fit to the professional development plan for the future. In order to make this possible, each school should have at least 1 teacher – *pedagog szkolny* (school psychologist / social worker) who will be trained and prepared on how to support pupils in planning their future career and personal development.

The old curriculum for each subject is structured around the following topics: aims, objectives, content and expected achievements, according to current reforms the curriculum is built around competences and is **focused on learning outcomes and results.**

The new reform will be implemented starting from the school year 2009/2010. The new curriculum will be introduced in the 1st year of primary school and the 1st year of *gimnazjum*, and will continue in the following years. For other years of teaching, the old curriculum will still be valid so that pupils who started their education within the old framework will not face a sudden change of approach.[131]

2.5.4 Strategy for the future

There are 2 main documents which can be a basis for prognosis concerning the future of the education system in Poland. One of them was developed in 1997 by the Committee of Prognoses: "Poland in XXI century" next to the Polish Academy of Science (*Polska Akademia Nauk*, further on referred to as PAN), later on "Poland 2000 Plus". The Committee next to the PAN, in cooperation with Government Centre for Strategic Studies, developed 2 visionary documents: *Strategy of development until 2020* and *Longterm strategy for sustainable development – Poland 2025.*

< http://www.reformaprogramowa.men.gov.pl/images/Podstawa_programowa/men_tom_3.pdf >. p. 14. English translation O.L.

[131] *Rozporządzenie Ministra Edukacji Narodowej z nia 23 grudnia 2008 roku w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół* [Minister of National Education decree from December 23rd 2008 on curriculum in pre – school education and and education in all kind of schools of 1st, 2nd and 3rd stage] [online] [cit. 2009-04-10]. Available at WWW: <http://bip.men.gov.pl/men_bip/akty_prawne/rozporzadzenie_20081223_v2.pdf>. p.2. English translation O.L.

Czeslaw Banach, one of the authors of the strategy for development of the education system in Poland until 2020 underlined **3 main factors** that shaped all education reforms within the last 20 years: **globalisation, transformation and European integration**. While talking about strategy for education until 2020 he is underlining the importance of following **UNESCO** guidelines: **learning to know, learning to act, learning to live together and learning to be** and keeping in mind tendencies in developed countries. Those are mainly: use of information and communication technologies in gaining and developing knowledge and skills, stronger connection between education and the labour market (cooperation of educational institutions with companies and private business, entrepreneurship), underlying importance of **school as the starting point for the life long learning process**. The strategy for life long learning is one of the key aspects of the policy of the European Union. Other important aspects are: **decentralisation** and **regionalisation of education policy**, popularisation of **foreign language teaching, implementation of ED**, developing citizenship and human rights education, **international learning mobility**, underlying the importance of schools and universities in **personal and social development of each individual**.[132] Most of those recommendations are included in the new reform, which is being implemented in 2009.

2.5.5 The Polish Education System

The Polish education system is composed of pre-school education (*edukacja przedszkolna*), compulsory education in primary school (*szkoła podstawowa*), compulsory secondary education (*gimnazjum*), post–compulsory education (*liceum, technikum, szkoła zawodowa*) and higher education institutions (*szkoły wyższe*).

[132] Magazine of Pedagogical University in Kraków - Konspect: *Skarb ukryty w Edukacji*. [Tresure hidden in education], Czesław Banach [online] [cit. 10.04.2009]. Available at WWW: <http://www.wsp.krakow.pl/konspekt/12/strategia.html>. English translation O.L.
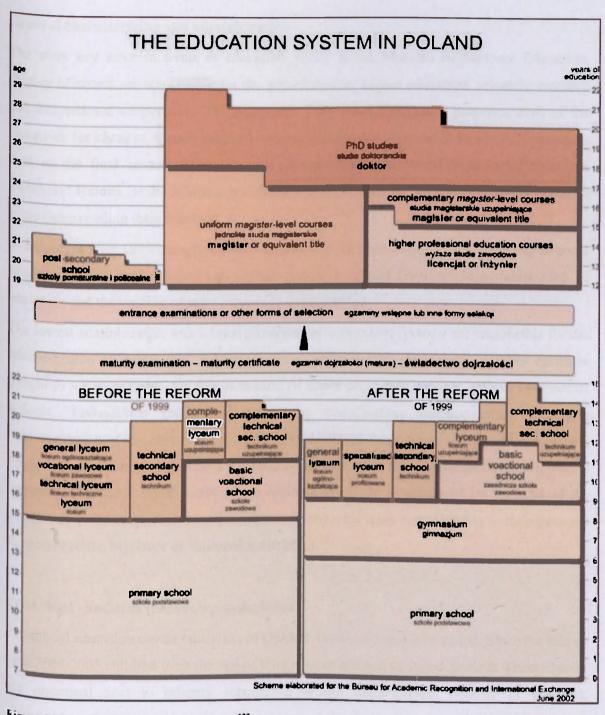
THE EDUCATION SYSTEM IN POLAND

age

29
28
27
26
25
24
23
22
21
20
19

years of education

22
21
20
19
18
17
16
15
14
13
12

PhD studies
studia doktoranckie
doktor

complementary *magister*-level courses
studia magisterskie uzupełniające
magister or equivalent title

uniform *magister*-level courses
jednolite studia magisterskie
magister or equivalent title

higher professional education courses
wyższe studia zawodowe
licencjat or inżynier

post-secondary
school
szkoły pomaturalne i policealne

entrance examinations or other forms of selection   egzaminy wstępne lub inne formy selekcji

maturity examination – maturity certificate   egzamin dojrzałości (matura) – świadectwo dojrzałości

22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7

15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

BEFORE THE REFORM
OF 1999

AFTER THE REFORM
OF 1999

general lyceum
liceum ogólnokształcące
vocational lyceum
liceum zawodowe
technical lyceum
liceum techniczne
lyceum
liceum

technical
secondary
school
technikum

complementary
lyceum
liceum
uzupełniające

complementary
technical
sec. school
technikum
uzupełniające

basic
voactional
school
szkoła
zawodowa

general
lyceum
liceum
ogólno-
kształcące

specialised
lyceum
liceum
profilowane

technical
secondary
school
technikum

complementary
lyceum
liceum
uzupełniające

complementary
technical
sec. school
technikum
uzupełniające

basic
voactional
school
zasadnicza szkoła
zawodowa

gymnasium
gimnazjum

primary school
szkoła podstawowa

primary school
szkoła podstawowa

Scheme elaborated for the Bureau for Academic Recognition and International Exchange
June 2002

Figure 7. The education system of Poland [133]

---

[133] *Landscape of Information & Communications Technology for Poland* website [online] [cit. 12.04.2009]. Available at WWW: < http://www1.american.edu/initeb/rw9257a/workforce.htm >.

General characteristics and administration

The main key actor in terms of education policy is the Ministry of National Education. Deputy Ministers are responsible for the school system, higher education, scientific research and international cooperation. The **Ministry of National Education** proposes most of the initiatives for changes, though the final version of legal acts is decided by the Parliament, as well as the final amount of money assigned to education. Another powerful actor are **Teachers' Unions**, as the Ministry is obliged to consult them on most important decisions, in some cases needing their approval.

The changes after 1989 brought **decentralisation** of the education system. Only the national education policy is developed and carried out on a central level, while administration of education and the running of most schools is decentralised.

The lowest administrative unit – **local government** communes *(gminy)* are responsible for the administration of public kindergartens, primary schools and gimnazjums. **Higher districts** *(powiaty)* are responsible for administration of upper secondary schools, artistic and special schools. *Voivodships* *(provinces)* have the coordination function, they supervise implementation of the policy of the Ministry of National Education and they are responsible for pedagogical supervision. There is a position of education superintendent *(kurator)*, who is responsible for educational matters on a regional level. He is appointed by the head of the voivodship (who is appointed by the prime minister), his main responsibility is to implement the policy of the **Ministry of National Education.**[134]

Pre-school education (*edukacja przedszkolna*)

Pre-school education covers education of children between 3 and 5 years old. Since the school year 2004/2005 children from the age of 6 have been obliged to attend grade 0. These classes are organised next to primary schools or within kindergartens (mainly in villages). **Compulsory full-time education in primary school at the age of 6 years** is being implemented from the year 2009/10 with the recent reform. From 2010/11 on, five-year-old children will be obliged to undergo a year of school preparation. The process of lowering the

---

[134] *The system of education in Poland. 2008.* Warszawa: Foundation for the Development of the Education System LLP Programme, 2008. ISBN 978-83-87716-39-4. p.7.

age of starting primary school will be gradual and will cover three subsequent school years - 2009/10, 2010/11, 2011/12.[135]

Kindergarten is obliged to provide free teaching and nursing for at least 5 hours a day. There is a tendency in charging additional fees for extra hours and for language lessons or other extra classes focused on developing additional skills. Those fees and a decrease in the number of pre-school children are the two main reasons for the decrease in attendance rate (children 3-6 years old – 46, 2% in 1995, children 3-5 years old – 38, 2% in 2005). The "Core curriculum for pre-school education in kindergartens and pre-school sections in primary schools" has been in use since 2002. It covers 4 main areas of activities: acquisition of knowledge and **understanding of oneself and the World**, acquisition of skills through activities, finding one's place in peer group and community, construction of the system of values. There is no official assessment document of knowledge and skills for children finishing pre-school education.

Compulsory education (edukacja obowiązkowa, szkoła podstawowa)

Currently compulsory education covers grade 0 (in kindergarten or within primary school), 6 years of primary school (*szkoła podstawowa*) and 3 years of *gimnazjum* / lower secondary school (*gimnazjum*), which gives together 10 years. Starting from the school year 2009/10 kids of 6 years have the right to start primary school, which will become an obligation in 2011/12 when **grade 0 will disappear**. According to the new reform, compulsory full-time education is meant to start at the age of 6 and will normally finish at the age of 16. Part–time compulsory education can last until the age of 18. According to the data from school year 2006 / 2007 nearly 2.5 million pupils were educated in 13 725 primary schools.[136] Compulsory education is free of charge.

The main **educational objectives of the primary school** are as follows: to develop in children the ability for self–expression, reading and writing, the ability to solve arithmetic problems, the ability to use simple tools, to develop habits of social life, to develop cognitive abilities enabling a mature understanding of the World, to develop conscious motivation to

---

[135] Eurydice: *National summary sheets on education systems in Europe and ongoing reforms* [online] [cit. 11.04.2009]. Available at WWW: <http://www.eurydice.org.pl/files/poland.pdf>. p. 6.

[136] Eurydice: *The system of education in Poland* [online] [cit. 11.04.2009]. Available at WWW: <http://www.eurydice.org.pl/files/the_system_2008.pdf>. p. 6.

prepare for undertaking tasks requiring systematic intellectual and physical effort, to develop aesthetic and moral sensitivity of children and their creative abilities.[137]

Grades 1 to 3 make use of so called **integrated teaching**, where there is only one teacher running all of the classes and activities are conducted according to a flexible timetable. Since 2002 there is a core curriculum for this stage set up by the Minister of Education and Sport. During the first stage assessment is descriptive.

Second stage covers grades 4 to 6. In this stage teaching **is organised by subjects**: Polish language, history and civics, Modern foreign language, Mathematics, Natural science, Music, Art, Technology, Computer science, Physical education, Religion / Ethics. Until 2008/09 there were additionally also cross–curricular themes introduced in this stage: health education, ecological education, reading and media education, education for society (for family life, cultural heritage of the region, patriotic and civic education). The **new reform** from 2009/2010 **incorporates topics covered earlier within cross–curricular topics into the curricula of specific subjects**.

Compulsory educational activities	Number of teaching hours per week in a period of 3 years
Stage I (grades 1-3, primary school)	
Integrated teaching	54
Religion/ Ethics	6
Hours left to the school head's discretion	12[138]
Total	72
Stage II (grades 4-6, primary school)	
Polish language	16
History and civics	4

---

[137] *The system of education in Poland. 2008.* Warszawa: Foundation for the Development of the Education System LLP Programme, 2008. ISBN 978-83-87716-39-4, p.17.

[138] Since September 1st, 2008 6 hours are devoted to foreign language teaching (on the basis of amended Regulations by the Minister of National Education on Core Curriculum for Pre-school and General Education and on Outline Timetables for Public Schools).

Modern foreign language		8
Mathematics		12
Natural science		9
Music[139]		2
Art		2
Technology		2
Computer science		2
Physical education		12
Lessons with Class Tutor		3
Total		72
Additional non compulsory activities for stage II	Religion /Ethics	6
	Hours left to the school head's discretion	9
Total		87

Table 5. Number of teaching hours per week in primary school in Poland in the period of 3 years, situation in 2008 [140]

Compulsory secondary education (*gimnazjum*)

Compulsory secondary education last for 3 years. The admission requirement is attainment of the primary school leaving certificate. Main **learning objectives** for this period are: to introduce the pupil to the World of science by means of teaching the language, concepts, theories and methodologies characteristic of a given discipline at the level enabling further education, to arouse and develop individual interests, to introduce the pupil to the World of culture and art, to develop in pupils social skills and abilities through creating possibilities of

---

[139] Music and Art can be combined in one Art subject.
[140] Eurydice: *The Education System in Poland* [online] [cit. 14.04.2009]. Available at WWW: <http://www.eurydice.org.pl/files/the_system_2008.pdf>. p. 18.

experience in co-operation in peer groups[141]. The core curriculum from 2002 must be respected by each school, beside that there are also new cross–curriculum subjects that should be introduced: philosophical education, reading and media education, health education, ecological education, regional education – cultural heritage of the region, civil defence, **European education**, Polish culture in the context of Mediterranean civilization. The new reform from 2009/2010 incorporates topics covered earlier within cross–curricular themes into the curriculum of specific subjects.

Each pupil finishing *gimnazjum* passes an external exam and gets a *gimnazjum* leaving certificate, which is comparable on the national scale. Within the compulsory and post – compulsory education phase the organisation of the school year is defined by the Ministry of National Education in a separate regulation, and is issued on an annual basis. Starting from the 4th grade, pupils are given marks: 6 is excellent, 5 – very good, 4 – good, 3 – satisfactory, 2 – acceptable, 1 - unsatisfactory. In order to get promotion to the next grade each pupil needs to get **at least mark 2 – acceptable**. Pupils also receive marks for their behavior according to the scale: excellent, very good, good, and acceptable unacceptable and reprehensible.

Post-compulsory education

Post-compulsory education is much more diverse and covers the age group of 16 to 18 years old. There is division into the **2 levels: post-***gimnazjum* education and **upper secondary / post–secondary education**. Starting from the school year 2002 / 03 there are four possibilities within post–*gimnazjum* education: 3 years general secondary school (*liceum ogólnokształcące*), 3 years specialised secondary school (*liceum profilowane*), 4 years technical secondary school (*technikum*) and 2 to 3 years basic vocational school (*zasadnicza szkola zawodowa*). The first three kinds of schools offer *Matura* exam, which is necessary for admission to higher education. Basic vocational school offers access to the trade or occupation or gives the possibility to continue education within upper secondary level in supplementary secondary schools. Upper secondary / post secondary education in Poland is not compulsory and it offers pupils 3 possibilities: 2 years supplementary general secondary school (*uzupelniajqce liceum ogólnokształcące*), 3 years supplementary secondary technical school (*technikum uzupelniajqce*), which are the new possibilities since 2004 / 05 and both

---

[141] *The system of education in Poland. 2006.* Warsaw: Foundation for the development of the education system, Socrates Programme, 2006, ISBN 83-8771658-8, p.27.

offer *Matura* exam and are meant for leavers of 2-3 years vocational school, third possibility is 2,5 years post secondary school (*szkoła policealna*) and enables people with secondary education to obtain a **vocational qualifications diploma**.

Graduates of *gimnazjum* are admitted to this level according to the points received during the final *gimnazjum* examination.

There is another important division among post–compulsory schools: general secondary education and vocational secondary education. The aim of the first one is to prepare youth for admission to higher education. Its core curriculum since 2002 covers the following subjects: Polish language, Modern foreign language, Latin and ancient culture, Mathematics, History, Civics, Geography, Biology, Physics and astronomy, Chemistry, Technology, Information technology, Art, Music, Defense training, Physical education, Ethics (optional), Philosophy (optional), Education for family life, Cultural studies, Entrepreneurship and Minority language. Cross-curricular topics that appeared in general and specialised upper secondary school and in upper secondary technical school are: reading and media education, ecological education, **European education**, philosophical education, health education, regional education – cultural heritage of the region and preparation for family life. The new reform from 2009/2010 incorporates topics covered earlier within cross–curricular themes into the curriculum of specific subjects.

In order to graduate from upper secondary school (*liceum ogólnoksztalcqce*) pupils get a school leaving certificate, which gives access to the *Matura* exam. The new *Matura* exam was implemented from 2002 and its full introduction took place in 2005. It is totally exeternal. There is *The Central Examination Commission* and 8 Regional Examination Commissions, which are totally responsible for the exam itself as well as for external evaluation in Poland. The *Matura* exam is compulsory to gain access to higher education.

For the end of Vocational secondary schools pupils have to pass external a vocational exam, which exists since 2004. It consists of written and practical parts. The exam aims to assess students' knowledge and practical skills related to a given vocation.

Post–secondary vocational schools admit graduates with a secondary school leaving certificate of general upper secondary schools. Those schools prepare students for working in blue–collar and equivalent occupations or occupations that require secondary vocational qualifications. Those are nurses, accountants, administrative personnel for enterprises and hotels, computer specialists, librarians. The time pupils need to spend in each schools varies

depending on occupation and is specified in the Classification of Occupations. In most cases it is between 2 and 2, 5 years. At the end of this education students get a **diploma of completion** of post–secondary school and the title of skilled worker or technician.

Initial vocational education and training in alternance has two main forms: one is based on an employment contract between an employer and the young worker, another one on a contract between the employer and the school head. Since 2002 a person is considered to be a young worker if he/she is over 16 years, completed a lower secondary school and is to undertake a job that does not threaten his/her health. There is an obligation for this person to continue training until 18 years of age. Education and training in alternance is organised by the following institutions: vocational schools, out–of-school education institutions such as Continuing Education Centres, Practical Training Centres, Voluntary Labour Corps (*OHP*) as well as employers. If the trainee has a pupil status, the cost of practical training is covered by the school running body.

Tertiary education

Tertiary education currently offers a few kinds of programmes. **Bachelor's degree** programmes last 3 - 4 years and lead to the degree of bachelor (*licencjat*) or, in the case of technical studies 3.5 - 4 years and lead to the degree of engineer (*inżynier*). **Master's degree** programmes last 1.5 – 2 years and lead to master degree (magister) or an equivalent degree, depending on the field of study. There are Master's degree programmes as well, which last between 4.5 and 6 years and lead to the same degree of magister or the same equivalent degree as Master programmes, however in most of the existing fields of study no more programmes of this kind were launched since the academic year 2007/08. There are also **college programmes** provided by public and non–public teacher training colleges, foreign language teacher training colleges and colleges of social work and doctoral programmes provided by authorised units of university – type higher education institutions.[142]

[142] *Eurydice: The Education System in Poland* [online] [cit. 14.04.2009]. Available at WWW: < http://www.eurydice.org.pl/files/the_system_2008.pdf>. p. 74.

2.5.6 Implementation of the European Dimension in education Poland

2.5.6.1 ED: the concept within Polish schools

The ED in education is **defined** in various ways and it is highly problematic to come up with one clear definition. Due to this fact the ED is reflected in different forms of implementation into the school curriculum. European education is a cross curriculum topic within which pupils are taught detailed information about the European Union (law of European communities, economic rules, system of institutions). It also has a direct connection with experience of getting to know lifestyles and life stories of Europeans living in different countries, cultural diversity, national and regional traditions. It covers knowledge about the cultural and historical heritage of Europe. It aims to equip pupils with basic skills of European citizens: critical thinking, teamwork, discussion and conflict management skills. It also covers reflection on identity, European, regional, national and local identity. Another, very important aspect is international exchange, which enable pupils to break stereotypes, discover similarities with peers from all over Europe.

Mirosław Sielatycki, co-author of the first Polish publication on European education *Europe in every day life*, in years 1999 – 2006 and director of In-service Teacher Training in Warsaw CODN (*Centralny Ośrodek Doskonalenia Nauczycieli*) proposes **four different elements** that should be present in the methodology of European education. The first one is learning **about Europe**, which covers history of the continent, development of European ideas, European culture, and the role of Christianity. Second one – teaching **about European integration**, is about showing integration processes in an historical perspective, teaching about European institutions, ideas and rules of how the European Union functions. Another element is **European thinking** and it covers teaching about basic European values: democracy, tolerance, human rights. Lastly are **European competences** – these are seen as tools that enable us to fully participate in European reality such as the ability to speak foreign languages, to use ICT, entrepreneurship, communication and project management skills. [143]

---

[143] SIELATYCKI. M.: *Europejski wymiar nauczania w polskich szkołach. (European dimension of Education in Polish schools.* In PIEŃKOWSKA, D, MORAWSKA, K. (at.): Edukacja Europejska w polskiej szkole - materiały [European education in Polish school – materials]. Warsaw: Fundacja im. Stefana Batorego, 2001. ISBN 83-915640-1-0. p. 35. English translation O.L.

105

Most often mentioned key topics that should be addressed are the following: diversity and unity of European culture, both based on traditions as well as culture of XXI century: cinema, literature, architecture, as well as everyday life, values, worries and the ways people from all over Europe spend their free time. One of the main competences of young Europeans should be the ability to build on similarities. Each activity, which turns unknown into known, supports the process of integration, helps to break stereotypes and find a platform for dialogue.[144]

2.5.6.2   Initial phase

The ED was present from 1999 until 2009 on both levels of secondary education (*gimnazjum* and *liceum*) mainly through the **cross-curricular topic: European education**. This subject was introduced within the systemic reform in 1999. During the first few years of its implementation there were still many obstacles that schools and teachers faced, and in many cases European education was present only on paper, or partly during citizenship education classes. There were 2 important grassroots initiatives in 2000 and 2001 which supported development of the implementation of European education into schools.

The first one was an initiative of teachers, representatives of non governmental organisations and "education" stakeholders, which gathered at a conference on European education organised in 2000 in Warsaw by the Batory Foundation. The second one was an initiative of pupils, winners of the European competition: "Become a negotiator" ("*Zostań negocjatorem*") organised in 2001 in Warsaw. The conclusions and proposals were similar: more trainings for teachers, the creation of European sections within school libraries, putting European education as a priority in regional education offices (*kuratoria oświaty*), additional subjects in schools and more international exchange programmes, as well as better use of the potential of non governmental organisations as local partners for schools.[145]

---

[144] MATERA. T.· *Edukacja europejska w Polsce. Pierwszy rekonesans. (European education in Polish school)*, In PIEŃKOWSKA. D, MORAWSKA, K. (at.) : Edukacja Europejska w polskiej szkole - materiały [European education in Polish school – materials]. Warsaw: Fundacja im. Stefana Batorego, 2001. ISBN 83-915640-1-0. p. 33. English translation O.L.

[145] PIEŃKOWSKA, D., MORAWSKA, K. (at.): *Edukacja Europejska w polskiej szkole - materiały* [European education in Polish school – materials]. Warsaw: Fundacja im. Stefana Batorego, 2001. ISBN 83-915640-1-0. p. 7 – 12. English translation O.L.

Since September 1st, 1999 pupils of both *gimnazjum* and high schools have taken part in cross-curriculum classes: "European education", while in *gimnazjum* there was additionally another topic, where ED is very present: "Polish Culture and Mediterranean Culture".

The Main **educational aims for** *European education*, **cross-curricular subject** in *gimnazjum* after 1999 were the following: to point out **the role of Poland and Poles in uniting Europe**, developing **European identity** based on **love to small and big homeland** and presenting integration as the tool which will support the process of transformation and sustainable development of the country.[146] The topic was run in each school by a team of teachers of the following topics: Polish and foreign language, history, geography, knowledge about society, art, informatics and religion. At this point the main priority was knowledge about different aspects of European reality, about institutions of EU, its initiators, aims, common market, role of Poland, about other international organisations, human rights and the spiritual (understood as Christian) dimension of European communities. In learning outcomes concrete **attitudes and skills** were mentioned: tolerance and openness towards diversity, critical approach to stereotypes, building European identity, examples of skills and competences of active European citizen. Those play a crucial role in building European identity and partner relations with Europeans from other courtiers.[147] However, in reality those were very difficult to achieve, and the programme was rather knowledge based.

During the first phase of implementation of European education into Polish schools, due to the pre accession period, the main accent was put on teaching pupils concrete information on the European Union. The situation changed after 2004 and during the last few years the main focus is being put on **building direct connections between young Europeans** (international exchanges), developing **skills of active citizens** and learning **foreign languages**.[148]

---

[146] *Rozporzadzenie Ministra Edukacji Narodowej z 15 lutego 1999 w sprawie podstawy programowej kształcenia ogólnego*. nr 129. Dziennik ustaw nr 14, [Minister of National Education decree from February 14th 1999, Journal of Laws of the Republic of Poland no 10 on school curriculum]. [online] [cit. 12.04.2009]. Available at WWW: < http://www.infor.pl/skany/spis.php?rodzaj=dzu&rok=1999&num=14&poz=129&str=0037 >.

[147] BARTOSZEWSKI. W.: *Mój portret Europy Środkowej* [My portrait of Middle Europe]. In *Rozważania o Europie – W poszukiwaniu politycznej tożsamości Europy* [Disputes about Europe – searching for political identity of Europe], Warszawa: Konrad Adenaure Stiftung, 2006, ISBN 83-86771-26-7. p. 40. English translation O.L.

[148] MATERA. T.: *Edukacja europejska w Polsce. Pierwszy rekonesans*, In PIEŃKOWSKA, D, MORAWSKA, K. (at.): European education in Polish school – materials. Coalition of non governmental organisations and educational societies for European education. Warsaw 2001. ISBN 83-915640-1-0. p. 27. English translation O.L.

Many experts underline that especially teaching **through Europe** and **for life within Europe**, focusing on skills and attitudes, is still often **missing**, and for sure it can be improved. The Polish education system is still mainly knowledge based, and most of pupils can get very good knowledge on functioning of European institutions and many aspects of EU policies. For components focused on skills and attitudes, usually requiring more time and interactive, innovative methods, teachers usually do not have enough time in a quite rigid education system, though the situation is about to change with the new reform.

2.5.6.3 Changes and directions according to the current educational reform (2009/10)

Current educational reform is trying to change the knowledge oriented approach.[149] Experts from the Centre for Citizenship Education and other non governmental organisations dealing with education underline that the aim of both European education and citizenship education is about giving pupils competences of "how to read the map" in a critical way. Map is understood as the legal and institutional system of country and European Union, which is in permanent change. In the new reform, the accent is put on skills and attitudes. There is definitely more in the curriculum on the current sociological situation of the country and of other European countries. There is also an idea that each pupil should use not only **official textbooks**, but also other **available materials**, in order to widen his or her horizons and in order to learn a critical approach to information. Another change is obligatory realized by students' **educational projects**, where students need to work in teams and interact both with peers and with the local community. This project covers 20 % of curriculum of "knowledge on society" - social studies classes in *gimnazjum* and 10 % in *liceum*. Its main principles are: pupil's ability to choose problem or activity relevant to project aims, searching for solution, planning its effective implementation, pupils organise themselves in their project team (timeframe, division of tasks) and finally prepare and run public presentation of results of the project. During all of those activities pupils gain not only **knowledge on certain topics** but also concrete **social competences**.[150] Change can also be observed in other educational

---

[149] *Podstawa programowa z komentarzami. Tom 4. Edukacja historyczna i obywatelska w szkole podstawowej, gimnazjum i liceum* [School curriculum with comments. Part 4. Historical and citizenship education in primary school, gimnazjum and lyceum]. [online] [cit. 10.03.2009]. Available at www: < http://www.reformaprogramowa.men.gov.pl/images/Podstawa_programowa/men_tom_4.pdf >. p. 100. English translation O.L.

[150] GOŁĘBIAK, B. D. (at.) : *Uczenie metodą projektów* [Educational Project as a teaching method], Warszawa: Wydawnictwa Szkolne i Pedagogiczne, 2002. ISBN 83-02-08349-6. p. 80. English translation O.L.

methods which are recommended. The main focus is being put on discussions which enable pupils to give their own opinions about the topic, using interactive methods such as brainstorming, role play, case study and small group work.

According to the new reform **there are no cross-curriculum subjects**, but topics which were covered by those are included into the very detailed curriculum of social studies classes (*wiedza o społeczeństwie*), history and geography.

Based on these competences, the curriculum highlights that each pupil **graduating from** *gimnazjum*:

- knows phases of European integration, its institutions, main principles and finances,

- is able to point out on the map current member states and candidates,

- knows his or her responsibilities and rights as European citizen,

- is able to search for information on how European funding is being used by citizens, companies, institutions in Poland,

- is able to identify and explain main advantages of Polish membership in European Union.

All of those issues will be raised during social studies classes (*wiedza o społeczeństwie*).

Graduates of *liceum* should:

- know their rights and responsibilities as a pupil (from the school constitution), as a citizen of Poland and as a European citizen,

- be able to identify cases of validation of those rights,

- know about possibilities of studying in other EU countries,

- know consequences of being in Schengen and practical information that he or she can use while traveling in EU,

- know main rules about employability and entrepreneurship in different EU countries,

- is able to prepare a Europass – CV,

- know a lot about human rights, main documents, cases of validation of human rights,

- he or she takes part in debate on the topic organised in class and is encouraged to learn about initiatives of organisations and peoples promoting human rights.[151]

Pupils who will choose advanced curriculum of social studies classes will also discuss opportunities and threats of EU enlargement and reform of EU, will learn about the Council of Europe and its activities and will be able to identify possible roles of the European Union in global politics and economy.

Cultural aspects will be covered on the level of gimnazjum partly during geography classes.

One of the main **challenges** of European education is its deficiency in all kinds of vocational schools, due to that fact a meaningful part of society did not have a chance to gain knowledge and skills - particularly important for conscious citizen of Europe.

There was a period of time, just after accession to the European Union, when many pupils chose to study in special European classes in high schools, those classes had extra subjects on European topics. Currently, European sections and classes at schools are no longer as popular as they used to be. Tomasz Matera, an expert on citizenship and European education from the Centre for Citizenship Education in Warsaw is expecting this tendency to continue. He admits that in the future, European education will mainly be present in schools through foreign languages and IT classes. Both of them can be a good tool for getting into direct interaction with young Europeans from other countries.[152]

2.5.6.4 Approaches and forms of implementation of ED into the school curriculum

ED is present in schools through different **approaches and forms**: European clubs, international exchange, individual participation in European programmes, participation in European programmes in cooperation with international partners, coordination of international projects, cooperation with local authorities, non governmental organisations, local media and other local stakeholders, participation in contests and competitions, pro-

---

[151] *Rozporządzenie Ministra Edukacji Narodowej z dnia 23 grudnia 2008 roku w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół* [Minister of National Education decree from December 23rd 2008 on curriculum in pre – school education and and education in all kind of schools of 1st, 2nd and 3rd stage] [online] [cit. 2009-04-10]. Available at WWW: <http://bip.men.gov.pl/men_bip/akty_prawne/rozporzadzenie_20081223_v2.pdf>. p.71. English translation O.L.

[152] MATERA, T.: *Edukacja europejska w Polsce. Pierwszy rekonesans* [European education in Poland. First sum up]. In PIEŃKOWSKA, D, MORAWSKA, K. (at.): *Edukacja Europejska w polskiej szkole - materiały* [European education in Polish school – materials]. Warsaw: Fundacja im. Stefana Batorego, 2001. ISBN 83-915640-1-0. p. 32. English translation O.L.

European initiatives (European Day, meetings, workshops etc.), newspaper and website, participation in trainings, developing educational materials, scenarios for European classes.

International exchange programmes and projects

Within this form the main activities are school exchange projects, when pupils of a certain school go abroad for a certain period of time (usually 1-3 weeks) and are involved in educational activities with partner schools from other countries. After a certain period of time the pupils from abroad come for a revisit. Pupils are usually **hosted by a family**, which is for many young people an **important experience of interaction with another culture**, an experience that certainly helps them to better understand essential European values. Another form of such programmes is language and integration camps. Many of these activities have been supported by Commenius programme recently, especially long term projects on regional cooperation between schools from different countries on topics related to common history, ecology, sustainable development or cultural heritage. There is a tendency that the importance of Information and Communication Technologies (ICT) is constantly growing in international exchange programmes, because it supports sustainability of those projects.

Subjects in schools, European specialisations

European education was taught as an independent subject only within European specialisation, when classes had extra hours, where they focused only on European issues. Since Polish accession to the EU the number of such classes is constantly decreasing. In between 1999 – 2009 it was present via cross–curriculum topics, and will still be over the coming 5 years until youngsters who start 2nd grade of *gimnazjum* in September 2009 pass their *Matura* Exam. The younger generation will gain European knowledge and competences within different kind of **classes**, where European topics will be directly incorporated, those will be mainly **knowledge about society** (*wiedza o społeczeństwie*), **geography, history, Polish and foreign languages.** Specific knowledge and competences, which pupils will gain both within cross–curriculum classes and within the curriculum of the new reform, are described above. "European education. Europe faraway or close" by Krzysztof Ruchniewicz is one of the examples of textbooks used for cross–curriculum classes. It covers basic

definitions, the main historical framework, information on the founders of the EU, its institutions and information connected with Polish accession and membership in the EU.[153]

Extra-curricular activities

European clubs

The main aim of European clubs existing in many schools in Poland is to promote **European integration** and develop **European identity** and enable international co-operation. In 2008 the total number of such clubs was **over 1800**. "An educational programme "School European Clubs" was prepared by the Centre for **In-service Teacher Training in Warsaw**. The programme included the publication of a manual for teachers taking care of such clubs, while the *Office of the Committee for European Integration* partly covered the publication costs (over 2500 copies were distributed among European Clubs in Polish schools) and the costs of training of 2500 teachers in charge of such clubs. Teacher trainers in European education were trained in the framework of this programme and workshops offered to teachers in charge of School European Clubs."[154]

The main activities of **European clubs** are the following: running chronicle of the club, editing newspaper or special European supplement to school newspaper, organising competitions of knowledge about Europe, European Union, NATO, Council of Europe, own creative outputs such as art or poems, writing essays, giving names of famous Poles and Europeans to different rooms in school, running "European fairs", organising lectures and discussions on European issues, organising dramas, performances, concerts presenting traditions and music of different European countries, running educational projects having the ED such as: "Our neighbours", "roots of democracy", cooperation with other schools and with the local community.[155]

---

[153] RUCHNIEWICZ. K. *European education. Europe close or faraway.* [European education. Europa daleka czy bliska], Warsaw: Polskie Przedsiębiorstwo Wydawnictw Kartograficznych im. Eugeniusza Romera S.A., 2002. ISBN:83-7329-095-8.

[154] Eurydice· *The European and International Dimension in Education* [online] [cit. 2009-04-10]. Available at WWW:

<http://eacea.ec.europa.eu/portal/page/portal/Eurydice/EuryPage?country=PL&lang=EN&fragment=285>.

[155] PAWLĘGA. M.· *Zakładanie SKE – Szkolnego Klubu Europejskiego* [Setting up European club at school]. In: *Poza szkolne formy edukacji europejskiej – doswiadczenia* [Extra curriculum forms of European education – experiences]. Warszawa: Kontrast, 2003. ISBN 83-88733-75-2. p.8.

European days

European days are large and whole school educational events organised most of the time by teachers of foreign languages or European clubs. Most often *European day* is devoted to **one specific country**. Pupils prepare presentations and learn from each other about religion, music, cuisine and costumes of the chosen country. Activities organised within that day have different forms from art performances and competitions to sport activities; many times it involves young people in debates on currently important European topics as well.[156]

European days were very popular especially around the accession year. Many schools still continue with the tradition, but as international programmes give more and more opportunities they are not so spectacular as they use to be.

Knowledge contests and competitions

There is a high variety of knowledge competitions organised on very different levels. Most well known ones are *olimpiady* – **knowledge competitions** organised by *kuratoria oświaty*, which are regional offices directly connected to the Ministry of National Education. Each year there are competitions at school, local and regional level in different thematic areas. The most well known olimpiada, "Knowledge on European Union" was organised for the first time in school year 1996/97 by the European Chair of the University in Szczecin. Since 2000 this competition is recognised and organised on a national level as well. Laureates of this competition are allowed to enter specific specialisations of university without the entrance exam, that is why it is quite popular among high school pupils. [157]

Another competition, which gained quite high popularity, is *Europe at School*. It was a common initiative of the Council of Europe, the European Commission, the European Parliament and the European Cultural Foundation[158]. Its aim was to incite young people, supported by their teachers, to:

[156] MATERA. T.: *Edukacja europejska w Polsce. Pierwszy rekonesans.* [European education in Poland. First sum upl. In: PIEŃKOWSKA, D., MORAWSKA, K. (at.): *Edukacja Europejska w polskiej szkole - materiały* [European education in Polish school – materials]. Warsaw: Fundacja im. Stefana Batorego, 2001. ISBN 83-915640-1-0. p. 27. English translation O.L.

[157] Olimpiada wiedzy o Unii Europejskiej [Competition on Knowledge about European Unione] [online] [cit. 12.04.2009]. Available at WWW: <http://www.owoue.interia.pl/index.html>. English translation O.L.

[158] Council of Europe: *The council of Europe – 800 million Europeans.* Strasbourg, 2003, Council of Europe Workshops. p.61.

- improve their knowledge and understanding of other cultures and of European cooperation and integration,

- develop a sense of responsibility for shaping their own lives and their environment in Europe,

- become aware of being European citizens,

- understand and react to the permanent challenges that a knowledge-based society implies.

In this sense, it is the aim of *Europe at School* to create and promote a European awareness among pupils and students, as well as among teachers. With its specific instruments and activities *Europe at School* is a valuable tool to implement the ED in education.[159] The competition was open for pupils of all ages, from 4 – 18. There were also different tools participants could use to express **their opinions and ideas on specific topics**, it was mainly literature and art, but within last few editions an e-section was also launched. Winners of the central national level **took part in European Youth Gatherings**, which far before Youth and Youth in Action Programmes were launched was a possibility for youngsters to have direct contact with peers from other European countries. 34 countries were involved in the competition. Last edition of the competition was organised in 2006.

Training of teachers

There is high variety of specialised **trainings for teachers**, which were developed in order to prepare them to teach about Europe, in Europe and for Europe. Those are mainly trainings preparing them to work with particular manuals (such as *Europe in everyday life*), specialised trainings providing information about certain aspects of European integration (law, institutions), trainings for leaders of citizenship education in school and local community, trainings for leaders of European clubs, practical trainings on how to develop particular projects: European Day, Ecological club, etc., trainings on how to implement European education as a cross-curriculum subject during history, geography and social studies classes.

Educational materials on European education are mainly the result of cooperation between non governmental organisations and other educational institutions. The most important

[159] *Europe at school website* [online] [cit. 12.04.2009]. Available at WWW: <http://www.projekt-europa.at/2005/europe-at-school.en.html>.

publication being used for European education, especially during the first phase just after the reform in 1999, was published by the **Centre for In-service Teacher Training** (*Centralny Ośrodek Doskonalenia Nauczycieli*): Europe in everyday life. Methods used in European education are mainly innovative and interactive methods based on the learning by doing principle. Their main aim is to awaken involvement and active participation of pupils. There is quite a high variety of methods used: case studies, drama, small group work, discussions and debates, educational projects and citizens' projects, simulations and role plays.[160]

2.6 Comparison of implementation of ED into the curriculum of the Czech Republic, Germany and Poland

All three states were influenced by the transformation from a communistic to democratic system in 1989. All three states had to deconstruct centralised ideologist systems. Saxony has become a part of the German federation and in this context adopted a new education system in 1992 that was based on the systems of western federal states and went even further, following the changes based on membership of Germany in the EU.

Poland implemented education reform in 1999 that changed the education system to 3 levels and changed the curriculum to an orientation on the development of the key competences of pupils. In the year 2009 a new education reform is being implemented that is focused on changing the content of the curriculum and is characterized by an emphasis on the development of skills.

Czechoslovakia, later the Czech Republic, has implemented the curricular reform out of these 3 states as the last one. The Framework Education Programme that was based on the White Paper from 2001, was developed in 2008 and is being implemented for primary and secondary schooling. The FEP is focused on changing the content of the school curriculum from learning knowledge to development of key competences of pupils.

---

[160] KUBICZEK, B.: *Metody aktywizujące. Jak nauczyć uczniów uczenia się?* [Interactive methods. How to teach pupils learning?], Opole: Wydawnictwo NOWIK Sp. j., 2005. ISBN 83-89848-19-8. p. 75. English translation O.L.

All three systems are fundamentally different. In the Czech Republic the system of primary school is divided into 2 levels - first level of 1st to 4th class and second level 5th to 9th class and this is followed by 4 years of secondary school. Czech pupils start their mandatory schooling at the age of 6. The Polish education system is divided into 3 phases of first level of 1st to 6th class followed by 3 years of *"Gimnazjum"* and 3 more years at secondary school. Polish pupils start mandatory schooling at the age of $7^{[161]}$ and it is obligatory to attend grade 0 at the age of 6 at the kindergarten. Finally in Saxony (Germany is a federation, where every state has its own ministry of culture and own education system) the system is divided into 3 phases, as in Poland, but with a different structure that is: 1st to 4th class basic school, 5th to 10th class middle school *("Mittleschule")* and these are followed by further vocational schools or schools preparing students for university.

Implementation of the ED in the Czech Republic was in its first democratic year initiated by schools and teachers. The first strategic document **Czech education and Europe** in 1999 was the first to define aims and actions for ED in Czech schooling. The focus was on: establishment of centres of European studies at universities that would support teacher training and development of teaching materials, development of intercultural competences of pupils, and on developing language competences of pupils of 2 languages by introducing the first one in the 3rd grade. In terms of the school curriculum, in 2004 the **FEP** introduced a **cross-curriculuar topic** *"Thinking within European and global context"* that has been delivered in the Czech school system since 2007.

As in the Czech Republic, in Poland the initial phase was the implementation of ED without any official guidelines. This was changed in 1999 by the implementation of the education reform that brought restructuring of the Polish education system and deep curricular reform. In terms of ED a **cross-curricular topic** named **European education** was introduced. This cross-curricular topic was delivered within the Polish school system up to the year 2009. By September 2009 a new education reform will be implemented that cancels this topic and puts the content of ED into classes of citizenship, history and geography. The new reform also introduces an obligation of project teaching in citizenship classes that cover 20% of the curriculum of this subject. In terms of language teaching, schools are obliged to have 3

---

[161] The mandatory schooling will with the new reform of 2009 start by the age of 6.

languages in their offer and the first foreign language must already be introduced in the first grade.

The Free State of Saxony adopted an education system that is based on the education system of another German federal state, Baden-Württemberg. Saxony also adopted documents of KMK that were common for all federal states of the earlier West Germany. ED was introduced to German schooling first in 1978 by a recommendation of KMK named *Europe at the classroom*. In 1978 this recommendation already introduced key competences that pupils should develop. This document was revised in 1990 after adoption of the *Resolution on the European Dimension in teaching* of the Council of Ministers of the European Community. This document defined the key competences that should be addressed and recommended to implement the ED in the subjects of political education, history and geography. Each federal state of Germany implemented ED on the basis of this recommendation but with its own approaches and tools. ED in Germany on the federal level was untouched up until the Germany presidency in the Council of the EU in 2007. Germany initiated an evaluation of curricula in all federal states and the evaluation was revised in 2008 from the old recommendation *"Europe in the classroom"* into a new recommendation named *"European education at school"*. This document revises the old document for today's context of Europe, which has the need of schooling European citizens for skills and competences that go hand in hand with the Lisbon strategy. ED is recommended to be realised in the classes of political education, history, social studies and geography. Saxony is acting on the basis of these documents. In the level of lower secondary school (*Mittelschule*) pupils can choose a social studies profile that consists of thematic fields *"Homeland abroad – foreign homeland"* and *"Homeland Europe – United in diversity"* Implementation of ED in Saxony is similarly as in Poland distributed into single subjects.

In terms of key competences, the above described curriculum documents of all three states, are, in terms of skills, focused on communication, fighting prejudice and stereotypes. The German document shows more emphasis of democratic values and support of peace and freedom. The Polish and especially the German document show a close focus on the functions of institutions of the EU, other European institutions and economic attributes of European integration. In the Czech curriculum there is a focus on understanding own identity. In the Polish curriculum document, in contrast with other compared documents, there is an emphasis of the importance of the role of Poland in Europe and on the values of Christianity.

In terms of educational approaches, in the Czech Republic a number of European clubs are working that have been established next to the school and are usually run by pupils with the supervision of teachers. European clubs are working in even larger numbers in Polish schools, but in Saxony these clubs are rare. The *Comenius* program of the EU is largely used by schools in all three countries. Saxon schools are moreover using the German programme *Young road in Europe* that is based on school exchanges and cooperation that have a character of personal meetings. Exchanges where pupils meet with pupils from other countries is the priority approach stated in the recommendation *"European education at school"* In all three states European days are held at schools, or more likely in Saxony, European weeks. Knowledge competitions are practised in Poland and the widespread European competition of pupils *Spring day for Europe* is done in schools of all three states. Saxony also has a label for *European school in Saxony* that is for schools with European focus.

On the basis of the analyses of these 3 education systems and implementation of the ED, it can be seen that Saxony started its strategic work with ED much sooner than the Czech Republic and Poland. Curriculum changes in Saxony were also directly influenced by the resolutions of the European Community and its institutions, sooner than in the Czech Republic and Poland. These facts lead us to the following two hypotheses:

H1. German pupils have stronger personal sense of belonging to Europe than Czech and Polish pupils.

H2. German pupils' understanding of Europe is more through the EU perspective than Czech and Polish pupils.

These hypotheses will be tested in the empirical research through the use of questionnaires.

When comparing the curriculum documents of the three analysed states, we have uncovered that, in terms of key competence attitudes, all three states put the priority on fighting prejudice and stereotypes and raising openness to other cultures. In terms of approaches priority is given to events that give pupils a chance to meet personally. This fact led us to open questions such as: What is the personal experience of pupils within the Euroregion Nisa? What knowledge do pupils have about their state neighbour? What do pupils think about their neighbours and how do they see them? Is there a sense of belonging to the Euroregion Nisa? As this area of attitudes of pupils was not yet researched within the Euroregion Nisa, a decision of conducting a pre-study that would lead to formulation of hypotheses was made (chapter 3.3).

2.7 European dimension and approaches of implementation into school curriculum

ED is a **broad and complex theme** and arises from the need to give young people confidence to live and work within a broader society.[162] Schools were implementing ED in **various ways** through teachers or local initiatives even without having the formal written curriculum. Having the experience of the last 20 years when schools were reacting to integration processes in Europe, we can sort these approaches and draw a structure that can help schools to decide which approach is the most appropriate for the local context of each school. When implementing the ED into the curriculum of the school it is necessary to define an approach and a form that would best suit the specific settings of a certain school. There are **four approaches** of implementation of the ED into school (WALTEROVÁ, E. 1994.).

1. Intra-curricular approach
2. Cross-curricular approach
3. Approach using an integrated subject
4. Extra-curricular activities

These approaches **can be enriched by the following two:**

5. Creating an ad hoc structure
6. Whole school approach

2.7.1 Intra-curricular approach

This approach distributes individual parts of the ED into **separated subjects** that are already being taught at the school. For example, in geography pupils would gain knowledge about various European ranges of mountains, when working with the global topic of global warming pupils would develop their attitudes towards this global change and through a practical activity gain skills on how to support solutions for global warming. In art classes students would gain knowledge about various symbols of well know European pieces of art etc.

Possible solutions and methods for implementation of this approach:

-   Using a European topic in the usual lesson

-   Working in groups and using project based work

-   Initiate class project in cooperation with a foreign school partner

-   Invite an expert from a certain field into the class

Most of teachers that use the intra-curricular approach use just text books or other educative materials and focus more on the content than on the development of the interpersonal and intercultural skills. This approach is supported by the **Euroskop.cz** web portal that is an information source of the Czech government. The Czech government opens via Euroskop.cz each year a granting system that supports the development of teaching materials and publications about the EU and Europe. These materials are mainly publications about recent issues of European society. These publications lack didactical guidelines but can serve as background materials for lessons or **starting points for discussions.**[163]

Another interesting initiative is *Speak Out! on European citizenship,* a discussion forum created by the Institute for Citizenship in United Kingdom.. The discussion forum is open to anybody to join in the discussion and share their views with students from around Europe. on From these discussions the *organisers* of the initiative developed a **guide for teachers** that provides them with an accessible and interesting overview of nine issues of relevance to young people across Europe, such as human rights, diversity, the future of Europe, the single currency and communication. It has now been translated into Bulgarian, German, French and Spanish and can be downloaded free of charge.[164]

Support to schools for implementation of the ED and for fostering partnership among schools is provided by the **European Schoolnet** (further referred as EUN). It is a network of 31 Ministries of Education in Europe and beyond that was established in 1998 with the aim to bring about innovation in teaching and learning. Among the main activities are school services. EUN serves as a European platform for schools to achieve effective use of technologies in teaching and learning, promote the ED in education, develop new pedagogical approaches and equip teachers and learners with new skills and raise interest in subjects such

---

[163] Publications supported by the *Euroskop.cz* are [online] [cit. 14.06.2009]. Available at WWW: <http://www.euroskop.cz/8527/sekce/vystupy-projektu-grantoveho-rizeni-2008/>.

[164] Speak Out! On the European Citizenship. [online][cit. 11.06.2009]. Available at WWW: <http://www.citizen.org.uk/speakout/teacher.html>.

as maths, science and technology.[165] Its main support is done via the **eTwinning** Central Support Service, web portal **myEurope** and inactivity **Spring Day for Europe**. All of these products of EUN are supporting the implementation of ED.

Development of electronic media in schools led to completely new forms of cooperation. Schools from faraway countries that are part of an electronic network are virtually as close as neighbouring countries.[166] This fact led to the start of the **eTwinning** platform. eTwinning promotes school collaboration through the use of **Information and Communication Technologies** (ICT) in order to allow schools to easily form short or long term international projects in any subject area.[167] The web portal allows schools to register and create partnership with other schools. These partnership/s are supported by many web tools such as blog, twinning space and publications and resources. These tools enable schools to share audiovisuals, documents and even have real time communication, in order to run common classes together via the use of internet. By 1.6.2009 52673 schools from 32 countries were registered at the portal .[168]

The web portal **myEurope** is focused on creation of partnership of schools as well, but the main aim is to help teachers raise their pupils' awareness of what it means to be a **young citizen in Europe**.[169] The portal focuses on presentation and sharing of culture, traditions, and life styles of pupils.

Advantages of the intra-curricular approach are that there is no need to cooperate with the other teachers and staff of the school neither in terms of organisational nor in terms of the contents unless the teacher starts to use the tools of the EUN. Time wise this approach is therefore not demanding. **A Disadvantage** is definitely that there is a lack of interconnection with the other subjects. This approach also brings no teacher cooperation and no chance to

[165] European Schoolnet. [online] [cit. 14.06.2009]. Available at WWW: <http://www.europeanschoolnet.org/ww/en/pub/eun/about/euninfo.htm>.

[166] SCHRIP, H.: *Zwischen Vesrtehen und Verstaendigung – Ansaetze und Leitideen fuer ein Curriculum ,Europa"* [Between to understand and understanding – Approches and principles for the curriculum „Europe"].In WITTENBRUCH, WILHELM (Hg.): *Europa – eine neue Lektion für die Schule* [Europe / a new lesson for school]. Münster, Aschendorffsche Vergsbuchhandlung, 1999, ISBN 3-402-04727-6. p.59.

[167] eTwinning. [online] [cit. 14.06.2009]. Available at WWW: <http://www.etwinning.net/en/pub/getting_started.htm>.

[168] eTwinning. [online] [cit. 14.06.2009]. Available at WWW: <http://www.etwinning.net/en/pub/news/press_corner/statistics.cfm>.

[169] MyEurope. [online] [cit. 14.06.2009]. Available at WWW: <http://myeurope.eun.org/ww/en/pub/myeurope/home/others/about.htm>.

offer pupils the possibility to synthesize their experience. Therefore this approach brings the lowest possibilities of making the proper impact on attitudes of pupils.

2.7.2 Cross-curricular topic

As the name of the approach indicates, this approach aims to distribute attributes of one selected theme into different subjects. The theme has to be complex, in order to incorporate certain knowledge of the theme into classes of history, geography, social studies, art, biology, etc. The Cross-curricular approach aims to **synthesize** all learned experience and have the possibility to see a certain topic from many different angles. The selected theme should be rather popular among pupils and therefore motivating, as a cross-curricular approach is demanding on time length. Motivating themes can be popular personalities, culture, places or events of local importance. As an example, the old traditions of Lusitian region could be used. In the history classes the historical development of the region can be described, and what value this historical inheritance has to Europe of today. Citizenship or social studies classes can devote time to the cultural and social dimension of the communities living in the region. In geography classes the geographical environment and how it influenced the life of the communities. Science classes can be devoted to the materials that were used for the objects used during everyday life or habits and traditions that these communities practised.

For this approach the free-content **Project Citizen** fits well. This methodology was developed at the beggining of 1990 by the Centre for Civic Education and the project is intended to help pupils to learn how to express their own opinions, how to decide which level of government is most appropriate for dealing with the problems they identify and how to influence policy decisions at that level of government.[170] Project Citizen has 5 steps: identifying a problem of study; gathering information; examine solutions; develop own public policy; develop an action plan. As the project is a free-content methodology it can be suited to any theme and it will still develop pupils' competences.

Similar methodology connected with a project management of voluntary youth projects and initiatives developed organisationMitOst e.V. and described it in the publication *Europa*

---

[170] Centre for civic education: *We the people: Project Citizen*. Calabasas: 1996, ISBN 0-89818-156-9. p.7.

122

machen! (Making Europe!). The publication describes the complete process from the initial idea to evaluation and follow-up actions.[171]

Possible solutions and methods for implementation of this approach:

- Teaching in single subjects about one common theme

- Creation of a cooperative project

Advantages of this approach are mainly the **interconnectivity** and setting a learning space for possible synthesis of learned experience. A real example is being used for the process of learning, which should motivate pupils to equip themselves with the necessary skills as well. Choosing a cross-curricular approach also leads to a **cooperative atmosphere** among the school staff and gives pupils the opportunity to share the topic with other pupils at the school. **Disadvantages** here represent mainly time demanding processes for preparation in the common team of teachers.

2.7.3 Implementation by an integrated subject

Designing a **course or a seminar** is another possibility. One teacher or a group of teachers create a course that becomes a specialised subject focused on the theme of the ED. For this subject it is necessary to create specific content and decide on the amount of hours that the subject can be given in one year. This course can then be based on a permanent weekly session or can be a unit of several hours.

Possible solutions and methods for implementation of this approach:

- Creating a course with its own content

- Possibility to coordinate the course in a team of teachers

This course can be supported by the use of the **Europa Diary** that was designed in 1996 by the foundation **Generation Europe**. The diary is an A5 size notebook that is distributed free of charge by the European Commission. It is: an agenda for students to note their homework and activities with a quote, a fact, a question on each page; a classroom resource on topics of importance to young people: environmental issues, consumer safety, career opportunities,

[171] BAUMANN. B. (ed.). *Europa machen!* [Making Europe!]. Berlin: 2004, MitOst e.V., ISBN 3-9808083-2-7. p.5.

active citizenship, the European Union. [172] The diary is designed to develop the following competences[173] of pupils:

- Engage in critical thought
- Think of the social, economic and environmental consequences of their actions
- Make informed, responsible and independent choices
- Become confident and active citizens

The diary is accompanied by the **teacher guide** that contains suggestions for classroom or homework activities based on the contents of the diary (research, discussion, analysis, quizzes).

The advantage of this approach is the possibility to set the whole content of the course according to the needs of the school and pupils and especially concentrate on the most important topics. It broadens the offer for pupils to develop themselves in the specific field and by this the approach individualises learning. This approach can be well used hand in hand with a **European club** next to the school. **Disadvantages** of this approach are no interconnection with other subjects and classes, lack of communication with the other teachers and staff from the school and a risk that the course will become more theoretical and will not be connected to the reality as pupils expecting in-depth knowledge may be facing this approach.

2.7.4 Extra-curricular activities

This approach can not be taken as having a marginal role. Moreover when following the modern tendencies, **connection to the reality** should have the highest priority. By extra-curricular activities we can understand either all activities that are being done out of the official schedule of the school, including ad hoc structures or the idea of whole school approach (according to WALTEROVA, E. 1994), or understand it just as an activity that is an addition to the 3 previous approaches. We should also be aware that pupils are more likely to accept European integration as a reality, if they are helped to become aware of immediate and

[172] The Europa Diary. [online] [cit. 14.06.2009]. Available at WWW: <http://www.generation-europe.org/page.asp?lgid=1&menuID=59>.

[173] The Europa Diary. [online] [cit. 14.06.2009]. Available at WWW: <http://www.generation-europe.org/page.asp?lgid=1&menuID=59>.

tangible European influences in our lives and local community.[174] Teachers should therefore keep links to a local reality. There is a range of possibilities of how to **work with Europe at the local level** as to investigate local businesses connections with Europe to illustrate marketing links and opportunities. Pupils should also have the possibility to meet with a local member of the European parliament or with deputies of the local regional government in the Committee of Regions.

An example could be an implementation of a European day where the whole school takes part. This event can be developed by the school itself or schools can use the support of the project of EUN, **Spring days for Europe**. This project is **an annual campaign** that is open to all schools in Europe and elsewhere in the world. Teachers are encouraged to book one or many days in their calendar to involve their students in activities that focus on debate, interaction and reflection on European themes. Spring Day enables young citizens to express their views and make their voices heard in Europe. It runs every year from 25 March to 9 May 2009.[175] Schools of all types are welcomed, from pre-primary to upper secondary and vocational schools. The main activities of the Spring Day are competitions of coming up with an own **film, leaflet and idea for Europe**.

Extra-curricular activities in many schools are connected to the **cooperation with a partner school from abroad**. Cooperation with a foreign partner school is one of the core activities that helps to motivate and stimulate pupils to learn more and have the will to understand other cultures and better understand the complexity of Europe. Having a **partnership with a foreign school/s** enables schools to conduct teachers' exchanges, pupils' exchanges, share good practices or have common classes by using ICT technologies. All of the activities can be done by a self-initiative of teachers or school staff and can be run without any technical content or financial support of state or international organisations, but schools can use the structures that were develop to make the life of schools easier as well.

The main structure is the life long learning programme of the EU Commenius that offers schools and individuals from schools the chance to receive a grant. In terms of the **mobility of individuals** the programme supports: **Exchanges** of pupils and staff; Mobility to schools for pupils (aged of 12 as a minimum) and placements in schools or enterprises for educational

[174] Northern Ireland Curriculum Council: *Thinking European*, Belfast, Northern Ireland Curriculum Council, 1992, ISBN 1-872746-93-4. p.4.
[175] Spring Day 2009. [online] [cit. 14.06.2009]. Available at WWW: <http://www.springday2009.net/ww/en/pub/spring2009/competitions.htm>.

staff; Participation in **training courses** for teachers and other educational staff; Study and preparatory visits for mobility, partnership, project or network activities; **Assistantships** for teachers and potential teachers. Furthermore, the programme supports the development of partnerships between schools with a view to developing joint learning projects for pupils and their teachers.[176] Using these possibilities a school can receive an assistant teacher from a foreign country that will learn him/herself and contribute by delivering lessons as well. As mentioned the programme also enables schools to conduct various exchanges that are a tool for short term cooperation or realize a 2 years long term project with a partner school.

There are other granting structures and programmes that support the cooperation of primary and secondary schools such as:

- **Leonardo da Vinci** that is a similar program of EU as Comenius, but serves vocational learning.

- **Czech – German fund for the future** that supports study trips and school partnerships along with leisure time activities, particularly if they are devoted to coming to terms with the common past and the future of both nations.[177]

- **The International Visegrad Fund** supports projects for Visegrad counties (Czech Republic, Hungary, Poland, Slovakia) in the fields of cultural cooperation, scientific exchange and research, education, exchanges between young people, cross-border cooperation and promotion of tourism.[178]

- **Robert Bosh foundation** supports common projects of schools and groups of youth from Germany and countries of central and east Europe.[179] Face-to-face projects are mostly supported under the programme *Junge Wege in Europa* (Young roads in Europe).

[176] Commenius programme. [online] [cit. 14.06.2009]. Available at WWW: <http://www.naep.cz/index.php?a=view-project-folder&project_folder_id=337&>.

[177] Czech/German fund for Future. [online] [cit. 14.06.2009]. Available at WWW: <http://www.fondbudoucnosti.cz/Default.aspx?lang=en>.

[178] International Visegrad Fund. [online] [cit. 14.06.2009]. Available at WWW: <http://www.visegradfund.org/grants.html>.

[179] BORECKÁ, L., PAZDEROVÁ, L., SEDLÁKOVÁ, H.: *Ze školy do Evropy [From school to Europe]*.Brno, 2002, Jan Šabata, ISBN 1081-235-2002. p. 19.

2.7.5 Creating an ad hoc structure

Creating an ad hoc structure means to create **a body** that coordinates a certain set of activities that support learning of pupils. An example is a **European club**, a youth parliament or setting any association/organisation next to the school that gives pupils the possibility to participate. In the Czech Republic in the year 2008 there were 476 school clubs[180] of various themes. The practice of European clubs is well developed in Portugal or in The Netherlands. Rare examples can be found in the Czech Republic as well. One of the examples can be found in the "Gymnázium Chotěboř". That was established in 1999/2000 and the teacher of the Czech language and social studies stated hand in hand with her students 10 tasks of the European club of the "Gymnazium Chotěboř"[181]:

1. Acquire **information** about the EU and learn how to work with it.

2. Establish a European club **information centre** at the school.

3. Set a **notice board** for the promotion of the European club.

4. Continuously prepare **contests** with/about European topics for other students.

5. Prepare **lessons** about EU.

6. Carry out **games** on the basis of traditions and habits of EU member states.

7. Invite important **personalities** to our discussions.

8. Address, in small groups, member states of EU individually by **systematic approach**.

9. Prepare an informative **brochure** about EU for peers.

10. Individually **administrate** member club diaries.

The content of these European clubs can be various. However it is crucial that it supports the learning process and communication for/among pupils, teachers and the whole school.

Another example of an ad hoc structure can be a **School European Newspaper**. This structure can serve as a point of information for all teachers and pupils and it is also a possible way to develop pupils' sense for responsibility, entrepreneurships and critical thinking. It is a perfect possibility of how to **raise participation** of pupils at school life, but it is very

---

[180] Česká rada dětí a mládeže: *Mládež české Republiky* [Youth in the Czech Republic]. Praha, 2008, MŠMT. p.15.

[181] WALTEROVA, E. (ed):, *Evropský klub ve škole* [European club at the school]. Praha: 2000, ISBN 80-7290-025-0. p. 33. English translation O.L.

important that pupils will themselves elect whom they will solve their problems with and from whom they will expect to be responsible[182]. A detailed manual on how to set up and run a school newspaper is a publication *Essentials of journalism for editors of students newspapers* that was published by the Open Society Fund and explains with practical examples how to set up and manage such a newspaper. It also describes how to write an article, design graphics, take an appropriate photo and develop and keep newspapers ethics and culture.

2.7.6 Whole school approach

Is an approach that is a complex solution and supports the idea that school should become a meeting space for the **local community**. Transforming the school into an open community school is an overall aspiration that is being supported by the main strategic documents. **Youth and Europe** is the priority area of the Czech Ministry of Education Youth and Sports and within the priority is stated: to develop conditions for easier access of young people to information about issues of youth in Europe and about active participation of young people within the international organisations; to define the strategic conditions for implementation of measures adopted for youth in EU and actively take part on the European idea of supporting autonomy, stability and prosperity of European youth.[183] Moreover, the **White Paper on European youth** from 2001 calls for a support to the 4 following areas[184]:

- **active citizenship** for young people,

- expanding and recognition areas of **experimentation,**

- developing **autonomy** among young people,

- movement for a European Union as the champion of **values**.

Using the whole school approach is the appropriate method to fulfill these goals. To create a whole school approach means to partly leave the old model of a traditional school and focus on development of all **attributes** that influence the role of school. These are: a defined **vision** of the role of the school that is based on the recent trends in the society as demographic

[182] NAVRATILOVA, S.(ed), *Základy žurnalistiky pro redaktory studentských časopisů* [Essentials of journalism for editors of students newspapers]. Svatava: 2004, Open society fund, ISBN 80-903331-4-1. p.11.

[183] Česká rada dětí a mládeže: *Mládež České Republiky* [Youth in the Czech Republic]. Praha: 2008, MŠMT. P.8. English translation O.L.

[184] *A new impetus for European youth – European Commission White Paper.* Luxemburg: European communities official publication office, 2002, ISBN 92-8942189-4. p.18.

changes, cultural changes and economical changes that redefine the needs of pupils; a definition of **values** on which the school role will be based as if the school will promote a community participation at the school or prefers the connection to businesses; have a plan on the continuous development of **quality of teaching** by supporting training of its staff; design a decision making structures that **enable all stakeholders** in the community to have appropriate influence; get involved in **partnerships** with schools around Europe and by this provide a wider context for content as well as for usage of various methods and development of intercultural skills.

When taking these main attributes into account a school that wants to develop a whole school approach with ED should **start the process** by undertaking a **curriculum audit** and finding out to what extent learning about Europe is already embedded within the curriculum, whether explicitly or implicitly.[185] On this basis the **school policy** should be developed by stating the mission and ethos of the school. Further, the **aim and objectives** towards implementing ED into the curriculum have to be developed to be able to design an **action plan** for all stakeholders. Stakeholders should be the source for various resources as well. The whole process should be finished by developing **evaluation processes** that will serve for the further development of the whole school approach. During the process a **European co-coordinator** should be appointed that will be responsible for the entire process.

The whole school approach demands the use of a cross-curricular topics approach, an ad hoc structure and having an open agenda toward the local community that would allow pupils, parents of pupils and local organisations to participate on the contents of the curriculum, extra-curricular activities carried out in cooperation with foreign partners and organising the space and life in school after the official schedule.

2.7.7 Qualification and evaluation of competences of European Dimension

Defining the competences of the ED is for the broad complexity of the theme highly difficult. Due to this fact the assessment, evaluation or qualification of these competences is even more complicated. The **key competences for Europe** were on the basis of the concept of ED in education of M. Shennan developed by a working group of experts of the Council of Europe. The working group developed **39 competences** that young Europeans should possess. The

---

[185] PECK, T. B. : *European community teachers exchange scheme.* Dublin: 1994, European Commision. p.22.

school is not the only environment where these competences are developed, but it should remarkably contribute to this development.[186] These competences were divided into 7 sections: learning, discovering, thinking and deliberation, communication, cooperation, work, adapting to changes.

These competences were revised according to the global changes in society and nowadays there are several assessment, self-reflection and evaluation tools. According to the **selection of the certain approach** schools should select an appropriate format for evaluating the key competences that pupils gain. Besides the school's own system of assessment,, pupils can be motivated by specifically designed evaluation tools such as:

- **European language portfolio** that was issued by the Council of Europe and serves as a self-reflection tool of language skills;

- **EuroPass**[187] that consists of standardized European curriculum vitae, language pass and mobility pass;

- **YouthPass** that was designed as a recognition tool for the field of non-formal education and serves as a self-reflection tool on self-directed learning according to the European reference framework of competences.

- **European Co-Citizenship**[188] tool that was developed just for evaluating key competences for citizenship and can be added to the European Curriculum Vitae.

Analysis done in the theoretical part was aimed at analysing the rhetorical curriculum at the European level. Further analysis of the state curriculum of 3 education systems has also been done. In terms of the school curriculum, forms and approaches of ED in schools were analysed. The empirical research is focused on uncovering the curriculum in use. It is focused on diagnosis of the competences that pupils' possess in the field of the ED with a close focus on attitudes.

---

[186] WALTEROVÁ, E.: *Objevujeme Evropu: kniha pro učitele* [Discovering Europe - Book for teachers]. Prague: Pedagogická fakulta UK, 1997. ISBN 80-86039-27-7. p. 187. English translation O.L.
[187] *Europass* can be created on the official website [online] [cit. 14.06.2009]. Available at WWW: <www.europass.cz>.
[188] *Co-citizenship*. [online] [cit. 14.06.2009]. Available at WWW: <www.co-citizenship.eu>.

130

3. Empirical part

The key term of the presented thesis is the *ED* (chapter 2.1) in the school curriculum. In the theoretical part the implementation of this concept into 3 different state education systems is closely examined (chapters 2.2, 2.3, 2.4). The theoretical part also examines in detail the concrete forms of implementation of the ED in school curriculum, however all the data is derived from the analyses of literature, documents and internet sources. The theoretical part therefore describes and analyses the rhetorical curriculum, state formal curriculum, school written curriculum or even concrete forms used by teachers but not the **curriculum in use**, which represents the impact of the curriculum on the pupils in reality.

This key term was for the needs of the research, transformed to the term *Europe* in the wider context and to the term *Euroregion Nisa* in the reduced context. Within these two contexts the competences of the ED of pupils at the lower secondary schools are examined.

The research has been done within a **highly complex reality**. The examined field of the scientific problem has a wide context of Europe. In order to reduce the context we have taken Euroregion Nisa as a "small Europe". Even this reduced context still includes the complexity of 3 different education systems, 3 different cultural backgrounds, 3 different languages, 3 different collective experiences, ...

The research examines mainly **attitudes of pupils**, which is highly demanding to measure. The research is not aiming to judge these attitudes and states in order to say who is "better". The research aims to identify these attitudes, seek factors that are influencing these attitudes and introduce a comparison of these attitudes.

We have to be aware of the fact that the research was conducted in **3 languages** (Czech, German, and Polish) and is **written** in a **fourth language, in English**. This fact is accompanied with the issue of equivalent translation of terms. In order to achieve the most possible accuracy of the terminology, the chosen methods were consulted with **native speakers** that are specialised in the field of education. Moreover German-English, Czech-English and Polish-English **dictionaries** in the field of education were consulted.

We have to be aware of all these facts that carry the potential of **high risk of distortion** of the gained data. In order to minimize these risks a detailed structure of the research was developed and the quantitative method is accompanied by a qualitative method. In the

following chapter 3.1 the reduced context of the research will be presented and further the chapter 3.2 the structure of the research will be uncovered.

3.1 Context for the empirical research: Euroregions and Euroregion Nisa – Neisse – Nysa

3.1.1 What is a Euroregion?

A Euroregion is a form of crossborder co-operation structures without a new type of government at crossborder level. Within the limits of the geographical scope of co-operation, the Euroregions are arrangements for co-operation between units of local or regional governments across the border in order to promote common interests and enhance the living standards of the border populations.

The Association of European Border Regions (AEBR) sets the following criteria for the identification of Euroregions:

- an association of local and regional authorities on either side of the national border,

- a crossborder association with a permanent secretariat and a technical and administrative team with its own resources;

- in the private sector, based on non-profit-making associations or foundations on either side of the border in accordance with the respective national law in force;

- in the public sector, based on inter-state agreements, dealing among other things, with the participation of territorial authorities.[189]

3.1.2 Euroregion Nisa – basic facts

The founding conference of Euroregion Nisa was held on May 23rd – 25th 1991 in Zittau, under the auspices of three presidents: Vaclav Havel, Richard von Weizacker and Lech Wałęsa. Over 300 representatives of borderland communities from the three countries took

---

[189] Council of Europe: Euroregions' definition [online] [cit. 10.04.2009]. Available at WWW: < http://www.coe.int/t/dgap/localdemocracy/Areas_of_Work/Transfrontier_Cooperation/Euroregions/What_is_en. asp >

part in the event. The decision to establish the "Triangle of Three Lands"[190] was a milestone for the future of the region. The Conference adopted a memorandum that defined the intentions, forms and scope of future cooperation. The Euroregion was officially established in December 1991 during the 1st meeting of the Euroregion's council. At that time it was the first cross-border structure for Central – East Europe.[191]

In a legal sense it is a voluntary community of communes from the region. It is not a legal entity as constructed under the legislation of participant countries as all its authorities work in accordance with the legal standards of their countries. The three associations create Euroregion Nisa:

- **Polish:** Stowarzyszenie Gmin Polskich Euroregionu Nysa (Association of Polish Communes of Euroregion Nisa),

- **Czech**: Euroregion Nisa regionalní komunalní sdruzen měst a obcí severních Čech (Regional community association of cities and villages from North Bohemia of Euroregion Nisa),

- **German**: Kommunalgemäinschaft Euroregion Neisse e.V. (Association of communes of Euroregion Nisa).

The main goals of the region defined in the Agreement on a framework of cooperation for the Euroregion are the following:

- elimination of the negative impact of the state border,

- improvement of the living standards of the Euroregion's residents,

- improvement of the natural and cultural life conditions,

- development of the economic potential in the area of the Euroregion, supporting all actions at the national level which bring the participant countries to EU integration.[192]

The Neisse-Nisa-Nysa Euroregion comprises the three border areas located in central Europe at the interface between the borders: Polish (Western Sudetes area and Żarski District) , Czech

---

[190] Euroregion's NISA original name.

[191] *Polish experience in cross border cooperation. Seminar organiseorganised under the stability pact for South Eastern Europe. Post seminar materials.* Warszawa: Fundacja Rozwoju Demokracji Lokalnej [Foundation of Development of Local Democracy], 2002. ISBN-83-88750-98-4. p. 110.

[192] Ramowe porozumienie Euroregionu Neisse-Nisa-Nysa [Agreement on framework of cooperation for Euroregion Neisse-Nisa-Nysa] [online] [cit. 10.04.2009]. Available at WWW: < http://www.euroregion-nysa.pl/index.php?option=com_content&task=view&id=29&Itemid=53>.

(western areas of the Sudetenland region of Usti nad Labe: counties Krasna Lipa, Ceska Lipa, Liberec, Jablonec nad Nisou and Semily) and Germany (from the Lusatian Mountains and north Pogórza Łużyckiego includes Lower Lusatia, Löbau districts - Zittau, Bautzen, Kamenz, Oberlausitz - Niedersschlessien). The capitals of the Euroregion are Jelenia Góra, Liberec and Zittau.

In 2004 Euroregion Nisa had 1 674 480 inhabitants, including 583 441 in Poland, 649 380 in Germany, 441 659 in the Czech Republic. The area of the Euroregion, after the recent change to its administrative reform in Poland, includes 10.6 thousand. km2, of which Poland takes part 4 thousand km2 (37.7%), German 3.1 thousand. km2, and the Czech Republic 3.5 thousand km^2.

Figure 8. Map of Euroregion NEISSE-NISA-NYSA [193]

3.1.3   Educational activities in Euroregion Nisa

Education is, besides tourism, one of the main priorities for cooperation in Euroregion Nisa. It covers small partnerships and large networks on all levels – starting from pre-school

---

[193] Euroregion Neisse-Nisa-Nysa [online] [cit. 10.04.2009]. Available at WWW: < http://www.euroregion-nysa.pl/index.php?option=com_content&task=view&id=39&Itemid=74 >.

education up to universities and life long learning. Examples of the most visible and meaningful initiatives are described below.

The Academic co-ordination Centre in the "Euroregion Nisa"

The Centre was established in 1991 as "Centre for research coordination", at this point its main mission was to coordinate the scientific, professional and research work for experts from the universities located in the Czech – German – Polish borderland. In 2000 its name was changed according to the new activities of the Centre.[194] Currently its members are: the University of Technology in Liberec (CZ), the University of Applied Sciences Zittau/Gorlitz (D), the International Graduate School Zittau (D), the University of Economics in Wroclaw and the Faculty of Regional Economy and Tourism in Jelenia Góra (PL), Wroclaw University of Technology, Branch in Jelenia Góra (PL) and Karkonosze College, Higher Professional State School Jelenia Góra (PL). The Centre organises symposia, conferences and short visits abroad for students and teaching staff of the correspondent schools. It supports the process of building a data information network within the framework of the "Euroregion Nisa". Specific faculties of members organise joint projects on topics related to: environment, energy and informatics. There is a stress on foreign language competences, bi- and trilingual study materials and subjects – related terminology is being prepared.

The Nisse University[195]

The Nisse University offers a common Bachelor course "Information and communication management", which is the result of the partnership of the three technical universities from Liberec, Zittau and Wroclaw. Thr First course was opened in 2001/02 for 27 students. Lectures are offered in English and in the period of three years students are changing Universities (1st year in Czech Republic, 2nd year in Poland, 3rd year in Germany). The course aims to equip young Poles, Czechs and Germans with competences which will be not only useful in the labour market, but which are considered to be the key competences for development of the Euroregion Nisa. Its advantage is that students – apart from knowledge in

---

[194] JIRI V.: The Academic Co-ordniation Centre in the „Euroregion Nisa", in RENATE SEEBAUER (Hg.): ^zenen europäischer Bildungslanschaften [Educational scene in Europe], Vien: Mandelbaum Verlag, 2003. ISBN 3-85476-094-9. p. 171.

[195] Website of University Nisa < http://www.neisse-uni.org/ >

a very specific topic gain an experience of living in neighbouring countries, and working in international teams.[196]

Pontes

Educational co-operation takes place also within the network **Pontes**. It covers the field of education and responsible bodies in the German-Polish-Czech region. The network connects the representatives of educational institutions, boards, companies, associations from all areas of social life such as economy, politicy, administration, culture from the three neighbouring countries. Pontes is active within 3 main fields:

- **development of competences for Euroregion**, which covers building up identity in the region, promotion of learning by working on the Euroregion concept, promoting teaching of foreign languages, gaining competences useful in the labour market, developing educational methods, tools and materials specifically for the region,

- **education for demographical changes in the region:** equal opportunities, women's empowerment, educational counseling,

- **educational marketing:** educational portal for Euroregion and educational fests.[197]

Within those fields Pontes offers:

- Trainings for teachers,

- Educational materials connected with neighbourhood in the region,

- E-learning modules,

- Conferences, seminars on cross-border cooperation,

- Educational festivals (eg. LernFESTe).

[196] JAROSLAV V.: *"The Nisa University"* at the University of Technology in Liberec, CZ, in RENATE SEEBAUER (Hg.): *Szenen europäischer Bildungslanschaften* [Educational scene in Europe], Vien: Mandelbaum Verlag, 2003. ISBN 3-85476-094-9. p. 177.
[197] *Lernende Region PONTES. Bildungs- und Regionalentwicklung in der 'Euroregion Neisse – Nisa – Nysa* [Learning region PONTES. Educational and Regional Development in Euroregion Nisa], Bautzen: Internationales Begegnungszentrum St. Marienthal (IBZ) – Offentliche Stiftung burgerlichen Rechts PONTES – Agentur, 2008. ISBN 3-930625-44-x. p. 12.

One of the examples of good practice in the region are **LernFESTs**. With the slogan " INGENIOUS – discover, amaze, try" (educational) companies, associations and institutions present themselves along the LernFEST - Mile with attractive call to action campaigns, creative offers and workshops. Visitors of the fest experience „learning" and „education" in rather unusual places in an entertaining and stimulating manner. The "Learning Festival" event (LernFEST) exists to present the general public their learning opportunities and to inform visitors about the variety of educational opportunities in the Euroregion Neisse-Nisa-Nysa.[198] Festivals were so far organised in different towns in Germany: Zittau (2008), Tauchritz (2005), Ebersbach (2004), and are open for representatives of organisations and for visitors from all the three countries.

Pontes offers also a variety of educational materials for language animation, for awakening regional awareness of historical, geographical and ecological topics as well as supporting effective project management of bi- and trilateral educational initiatives in Euroregion.[199]

Polish – German Youth Exchange

Polish-German Youth Exchange (PNWM) was established in 1993 by representatives of Polish and German governments. It aims to promote cooperation between young people from Poland and Germany, to create opportunities where they can get to know each other and break stereotypes. PNWM is offering both financial and pedagogical support to non-governmental organisations and schools.[200] The programme supports 2 kinds of projects: school exchanges and extra-curricular activities supporting dialogue among neighbours. Since 1996 thr Association of Polish Communes of Euroregion Nisa has a status of central unit of the programme and is responsible for coordination of the project in the region. According to the annual report of the Association of Polish Communes of Euroregion Nisa in 2006 there were 60 projects organised with the support of PNWM (45 of them were school exchanges and 15

---

[198] Agencja PONTES [PONTES Agency] [online] [cit. 10.04.2009]. Available at WWW: < http://www.pontes-pontes.de/pl/home/agencja-ipontesi.html >

[199] *Lerner in und fur Europa. Produkte und Dienstleistungen des grenzuberschreitenden Bildungsnetwerks FONTES* [Learning in and for Europe. Products and services of crossborder network PONTES], Bautzen: Internationales Begegnungszentrum St. Marienthal (IBZ) – Offentliche Stiftung burgerlichen Rechts PONTES – Agentur, 2007. ISBN 3-930625-41-5. p. 12.

[200] Polsko – Niemiecka Wymiana Mlodzieży [Polish – German Youth Exchange] [online] [cit. 10.04.2009]. Available at WWW: < http://dpiw.org/html/modules.php?name=DpiwContent&pa=showpage&pid=47 >.

137

extra curriculuar activities).[201] In total nearly 2500 young people from Poland Germany and other countries took part in those initiatives. Much emphasis is put on trilateral projects with the Czech Republic, but in 2006 only 3 projects of this kind were organised.

INTERREG III A

Interreg III is one of the EU Community Programmes which aims to improve living conditions and standards in cross-border areas through support for common initiatives in Polish-Czech and Polish-German cross-border areas. The *Association of Polish Communes of Euroregion Nisa* can benefit from the 2 Programmes: *INTERREG III A POLSKA – CZECHY* and *INTERREG III A Polska – Saksonia*. Educational initiatives are organised within the programme mainly as "Microprojects", which support local community development in cross border areas. Those can be youth exchanges, common cultural and sport activities, festivals, fairs, workshops and educational activities.[202]

Trilingual Information Portal of Euroregion Nisa for Schools [203]

This internet platform is one of examples of projects organised with the support of INTERREG III A. It aims to support cooperation between schools and kindergartens from the region and to provide information on educational institutions, projects they organise, possible sources of funding as well as information on European educational portals. Website support helps the process of searching for partners for common cross border activities. Its most valuable aspect is clear information and visibility of cooperation between schools. The Initiative is quite young and currently gathers 77 schools from Euroregion Nisa. *Pontes* is one of the main partners in developing the portal.

[201] *Sprawozdanie z działalności Stowarzyszenia Gmin Polskich Euroregionu Nysa* [Annual report Association of Polish Communes of Euroregion Nisa] [online] [cit. 10.04.2009]. Available at WWW: < http://www.euroregion-nysa.pl/index.php?option=com_content&task=view&id=29&Itemid=53 >. p. 13.

[202] INTERREG III A, Mikroprojekty [Microprojects] [online] [cit. 10.04.2009]. Available at WWW: < http://www.interreg3a.cz/index.php?lang=pl&cmd=page&type=1&id=80 >.

[213] *Trójjęzyczny Szkolny Portal Informacyjny Euroregionu Neisse-Nisa-Nysa* [Trilingual Information Portal of Euroregion Nisa for Schools] [online] [cit. 10.04.2009]. Available at WWW: < http://www.neisse-nisa-nysa.eu/pages/home/index.aspx?rub=0&men=0&lang=2 >.

3.2 Defining scientific problem

Defining the scientific problem was based on the analyses of the implementation of ED into the curriculum of schools in 3 different education systems that are presented in chapters 2.2, 2.3, 2.4. We have also searched for similar empirical research that was done with a group of pupils from the Euroregion Nisa on this topic. Unfortunately this complex reality has been a source for a **low number of researches that were done in schools**. Partially useful for our research were the outcomes of the research *Teaching for Europe – Europe in classroom by teachres from Katowice, Liberec and Leipzig* ("Unterrichten für Europa – Europa im Unterricht von Lehrern aus Katovice, Liberec und Leipzig") (JOBST, 2006). This research was not done in the frame of the Euroregion Nisa, but was conducted within the reality of the 3 neighbouring counties. The research *Life plans of youth from the border area* ("Plany zyciowe mlodziezy z terenow pograniczy") (JASINSKI 2004) has shown in its outcomes the level of importance of personal experience with neighbours.

The main base for defining the scientific problem therefore were **key competences** that pupils should possess according to the curriculum documents and parts of curriculum documents of the national education systems that are analysed in the theoretical part of this paper as Europe in classroom ("Europa im Unterricht"), European education ("Edukacja Europejska"), Education towards thinking in European and Global contexts ("Výchova k myšlení v evropských a globálních souvislostech"). (see chapters 2.3.4., 2.4.6 and 2.5.6.).

The scientific problem was formulated into the following 2 questions:

How do pupils understand Europe and to what extent do pupils feel attached to Europe?

Which attitudes and knowledge pupils have towards/about their neighbours from the Euroregion Nisa?

The aim of the research is to **identify, analyze, explore and compare understanding and attachment of/to Europe; and attitudes and knowledge of pupils towards/about towards their neighbours from the Euroregion Nisa by the use of an empirical research.**

This aim will be achieved by selecting the relevant methodological tools. These instruments, methods and tools are described in detail in the following chapters. Data representing one country will be **further compared** with the other 2 countries. In order to define this search for answers for the defined scientific field hypotheses that are described in the chapter 3.4.1 were designed.

3.3 The pre-study

In September 2008, in Wroclaw, I got in touch with the *UNESCO Initiatives Centre* that is realizing intercultural educational projects. I have taken part in their project with schools from low Silesia region *The world is yours as well*. After speaking with some of the pupils I decided to accept one of the invitations and go to the lyceum in the city of Legnica. I was asked to deliver a session on **perception of neighbours** and so I decided to take this possibility to do pre-study to my research.

I designed **a diagnostic workshop** focusing on knowledge and especially **attitudes towards neighbours from Euroregion Nisa**. Through delivery of this session I aimed to give pupils chance to reflect on their attitudes towards neighbours and to conduct a diagnosis workshop, which could be used as a pre-study for the research. Workshop aimed to find out how much Polish pupils know about Czech and German culture and what they think about their peers from the two countries. The focus was to identify knowledge and attitudes towards neighbours, find out what is the main source of information on neighbours and how much knowledge and attitudes of pupils is based on their personal experience. Workshop was designed for 45 minutes: 5 minutes for instructions, 15 minutes to draw Czech character, 15 minutes for German character and 10 minutes for the discussion within the whole group. **Pupils were asked to draw and describe their peers from behind the Czech and German borders**. First they were asked to draw "a Czech" and write down: *What does s/he think?*, *What is important to him/her?*, *What does s/he do?*, *What kind of person is s/he?*. The outcomes in terms of attitudes were very positive. Pupils were drawing Czech in 3 groups and in all the groups the following adjectives appeared most often: *friendly, speaking in funny way, sporty, open minded.* In the same time the knowledge about Czechs was quite limited

and pupils couldn't deeply describe what is behind the symbols they drew and what is the ground for the adjectives they wrote down. During the second phase I asked pupils to draw a poster with "a German" using the same categories of characteristics. This time the outcomes were rather negative. All groups were using negative adjectives and descriptions such as: *bigheaded, selfish, focused on money*. Only few positive words appeared in the description: *helpful, caring, friendly*. Many pupils were looking on their German peers through the perspective of WW2. In both cases most of the symbols, drawings and key words were connected with artefacts that one can see, but were not connected with persons or a point of view. The discussion, after drawing the posters also showed that some pupils have personal experience with their peers behind the border. 14 out of 17 pupils had visited German and Czech parts of the Euroregion, but the contact with locals and especially their peers was low. After the pre study in Polish schools I collected 3 posters with Czech character and 3 posters with German character.

After experience with the Polish pre-study I decided to do related **workshops in the Czech Republic**. Through *Liberecka Obcanska Spolecnost* – a non governmental organisation that I work with, I found a lower secondary school in Liberec and I made an appointment with one of the teachers to do the workshop with pupils. I did reformulate the task, Czech pupils were asked to draw their peers: first "a Pole", then "a German" and write down the same characteristics that were used in the Polish school. They also had 15 minutes to do each drawing. During the final discussion phase of the workshop I asked the same questions as in Poland. Attitudes that I could identify from the posters and observe during the discussions lead to the conclusion that Germans are seen in a moderately positive way, whilst Poles were seen negatively. Adjectives which appeared most often while talking about German peers were the following: *rich, tidy, friendly*, few negative adjectives appeared as well: *bigheaded, stubborn*. While describing Polish character negative adjectives were stronger and they were more often used: *conservative religious, thievish, narrow minded*. Opinions of pupils were in general not so radical as the opinions of their Polish peers. Many statements were quite neutral. The knowledge of youngsters was superficial; many of them were using stereotypes that are present in the media. The media are also identified by them as the main source of information about their peers from Poland and Germany. Pupils named TV and the Internet as the main sources of information. During the closing discussion only 5 out of 17 pupils admit that they know someone from Poland, only 1 had a deeper discussion with Polish peer, for

others those were rather very short and superficial talks while travelling through Poland. 6 pupils have never visit Poland. Experience with Germans was definitely higher: 2 pupils knew someone from Germany, 7 had a short talk as well during holiday trips, and all of them visited the country. After the pre study in Czech schools I collected 3 posters with Polish character and 3 posters with German character.

Third step of my pre–study was the **diagnostic workshop in a German lower secondary school in Zittau**. The pattern of the workshop was the same as in Poland and the Czech Republic. German pupils were asked to draw "a Pole" and "a Czech" and write down the relevant characteristics. They had 15 minutes time to prepare each poster. Outcomes in terms of attitudes were positive towards Czech peers and slightly negative towards peers from Poland. Though there were many positive adjectives used to describe both neighbours, same for Poles and Czechs: *friendly, nice*. Only few negative adjective appeared concerning the Polish character: *poor, thievish*. Their **knowledge** about neighbours was rather high and they showed a good overview of the persons of importance of neighbours, local products and geography. During the final discussion it appeared that German pupils had very small personal experience with their neighbours. Only 3 out of 17 pupils visited Poland and 6 visited Czech Republic but only for tourism. They had no experience with Polish and Czech peers. After the pre study in German schools I collected 3 posters with Czech character and 3 posters with Polish character.

My **conclusions** from the pre-studies were based on observations and analysis of the workshop and theposters done by pupils. Tangible outcomes of the 3 workshops done with (with 18 Polish pupils, 17 Czech Pupils and 17 German Pupils) were: 3 observation sheets and 18 posters (6 from each school). Observation sheets were structured around the key questions from the debriefing phase of the workshop: *What were the first characteristics / drawings which appeared on the poster and why?*, *What are the main sources of information on neighbours?*, *What is the level of personal experience with their neighbours?*.

Main findings of the three diagnosis workshops delivered within the pre-study phase of research were the following:

- Polish pupils have positive attitude towards their peers from the Czech Republic and negative towards their peers from Germany,

- Czech pupils have positive attitude towards their peers from Germany and negative towards peers from Poland,

- German pupils have positive attitude towards their peers from Czech Republic and negative towards peers from Poland,

- Knowledge of pupils from the three countries about their peers from neighbouring countries within Euroregion Nisa is limited,

- Knowledge of pupils from Germany about their peers from Poland and Czech Republic is relatively higher than knowledge of Polish and Czech pupils about their Euroregion Nisa neighbours (characteristics of neighbours identified by German pupils were more precise and their number was higher than on relevant posters of Polish and Czech pupils),

- Main source of information for most of pupils from the three countries are media (mainly TV and Internet),

- Pupils from Poland, Germany and Czech Republic have low personal experience with their neighbours from the Euroregion Nisa countries.

Outcomes of this pre-study led me to the definition of hypotheses 3 to 7 that are described in the following chapter.

3.4 Characteristics of the research

In the following chapters characteristics of the empirical research are described as: hypotheses, definition of variables, research model, chosen methodology, pre-research and wide and specified target groups of the research. These chapters were designed on the basis of 4 publications dedicated to empirical research in the field of education. The key publications for the design of the research were the *Essentials of the empirical research of educational effects* by Jiří Pelikán[204] and *Introduction to research in education science* by Peter Gavora[205]. On the basis of these publications the basic structure as the scientific problem, aims of the

---

[204] PELIKÁN, J. *Základy empirického výzkumu pedagogických jevů.* Praha : Karolinum, 2004. ISBN 80-7184-569-8.

[205] GAVORA, P: Uvod do pedagogického výzkumu. Brno : Paido, 200. ISBN 80-85931-79-6.

research, general hypotheses and models defining variables and general choice of the used empirical methods were developed and defined. Publications by Miroslav Disman *How is sociological knowledge produced*[206] and by Krzysztof Rubacha *Methodology of research in the field of education*[207] were consulted in order to undertake the choice of the final methods that were used to describe the research and interpret the gained data.

3.4.1 Hypotheses

In order to provide solutions for the scientific problem 7 main hypotheses were formulated. The Hypothesis for the context of Europe was formulated on the basis of findings described from the theoretical analyses in chapter 2.6. The Hypothesis for the context of Euroregion Nisa were formulated on the basis of the findings described in the theoretical analyses, where curriculum documents related to the ED were analysed. (see chapters 2.3.4., 2.4.6., and 2.5.6.) and on the basis of the results of the pre-study, closer described in chapter 3.3.These 7 following hypotheses were formulated:

H1. German pupils have stronger personal sense of belonging to Europe than Czech and Polish pupils.

H2. German pupils understanding of Europe is more through EU perspective than Czech and Polish pupils.

As the Free State of Saxony entered the Federal state of Germany in 1990 and adopted the curriculum document for ED from Western Germany, its ED in education is already (since 1990) on the basis of key competences. This document was Europe in the Classroom (*Europa im Unterricht*), which had the focus on key competences divided in knowledge and understanding, and attitudes and skills. Moreover, since 1992 the former East Germany has been included within the membership of the EU and the integration processes have influenced

[206] DISMAN, M. *Jak se vyrábí sociologická znalost? Příručka pro uživatele.* Praha: Karolinum, 2007. ISBN 978-80-246-0139-7. (4. dotisk 3. vydání)

[207] RUBACHA, K.: *Metodologia badan nad edukacja.* Warszawa: Wydawnictwa Akademickie i Profesjonalne Spolka z.o.o., 2008, ISBN 978-83-60501-11-5.

the Saxon education system. Based on these facts, and the facts described in the comparison of the implementation of ED in the curricula of the Czech Republic, Saxony and Poland, we set the hypothesis that German pupils (being under the influence this long term European oriented curriculum) have a stronger attachment than Czech and Polish pupils and have an understanding of Europe more through the EU perspective.

Hypotheses H3 to H7 were developed on the basis of the pre-study that is described in the chapter 3.3.

H3. German pupils feel to have more knowledge about neighbours than Czech and Polish pupils.

In the pre-study German pupils showed the highest knowledge about the neighbours from the Euroregion Nisa.

H4. Polish Pupils have higher personal experience with neighbours from Euroregion Nisa than German and Czech pupils.

In the pre-study Polish pupils showed the highest personal experience with neighbours from Euroregion Nisa.

H5. Polish pupils have more positive attitudes towards Czechs than towards Germans.

In the pre-study Polish pupils showed the more positive attitudes to Czechs than Germans.

H.6. German pupils have more positive attitudes towards Czechs than towards Poles.

In the pre-study German pupils showed the more positive attitudes to Czechs than Poles.

H.7 Czech pupils have more positive attitudes towards Germans than towards Poles.

In the pre-study Czech pupils showed the more positive attitudes to Germans than Poles.

To these formulated hypotheses will be further defined variables and to defined variables assigned sub-hypotheses. If these sub-hypotheses will be confirmed by the outcomes of the

research, the main hypotheses will be confirmed as valid, in opposite case confirmed as invalid.

3.4.2 Definition of variables

When working further with the hypotheses we can define the following variables:

- Personal attachment to Europe (V1) for hypothesis 1
- Understanding of Europe (V2) for hypothesis 2
- Level of knowledge about neighbours from Euroregion Nisa (V3) for hypothesis 3
- Level of personal experience neighbours from Euroregion Nisa (V4) for hypothesis 4
- Attitudes towards neighbours from Euroregion Nisa (V5-7) for hypotheses 5, 6 and 7

Variables that are defined are directly connected to **key competences** that pupils should possess according to the curriculum documents and parts of curriculum documents focused on ED in education of Germany, Czech Republic and Poland (see chapters 2.3.4., 2.4.6., and 2.5.6.). These 5 main variables were marked by numbers and letters and this marking will be further used in the entire research (chapter 3.4.4).

3.4.3 The Research model

In order to set an overall overview of the research and map all relevant variables a research model was developed. When preparing the research model this process was followed:

- all relevant variables were mapped,
- selection of the relevant variables was undertaken,
- decision on variables and relations will be examined

The research model is centred on the pupil living in Euroregion Nisa. It shows how society influences the reality of **European integration** and **specificity of the Euroregion Nisa**.

Two left columns represent the influence of **formal education**. This influence is directly performed by **teachers** (being themselves influenced by their own socio-cultural background) and by the **school's written curriculum** that is based on the formal state curriculum (centrally delivered by a state institution, mostly the ministry of Education), which is having the base from rhetorical curriculum (content presented by politicians and policy makers based on the general needs of the society).
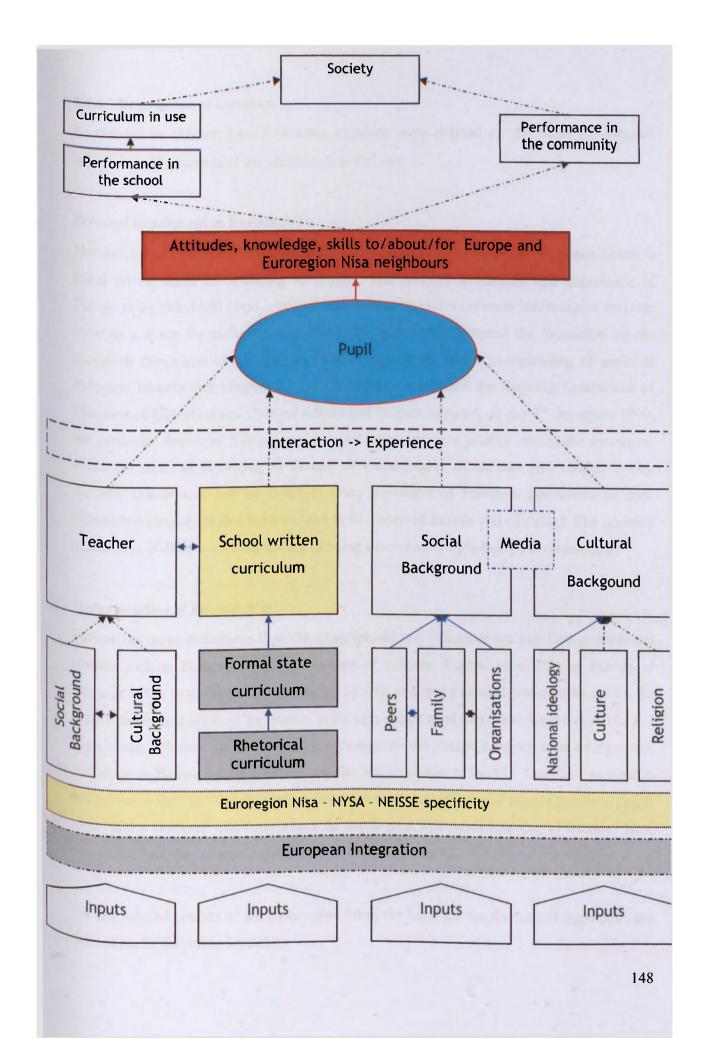
Two right columns represent the **socio-cultural background of each pupil**. Social background is formed by peers, family and various organisations in society (e.g. sport, leisure time, etc.). Cultural background is composed of constructed national ideology, specific cultural attributes and religion that further has dimensions of faith and influence of institution of church on cultural and social behaviour. These two columns are connected by media as one of the most influential tools in the promotion of socio-cultural reality.

Interaction that brings **unique experience** results into a set of key competences: attitudes, knowledge and skills that each pupil performs in school and further in his/her community.

Fields of examination and interrelation in this model are further marked by colours and arrows.

- **Grey colour** – variables that are being examined at the theoretical part of the thesis.

- **Blue colour** – variables that are being examined at the empirical part of the thesis.

- **Yellow colour** - variables that are being examined first at the theoretical part of the thesis and in addition in the empirical part as well.

- **Red colour** – Aim variables of the research.

- **Blue arrows and dotted lines** – The most important relations that are being examined by the empirical research (e.g. influence of national ideology on a pupil and his/her attitudes).

Figure 9. Model of the research

Society

Curriculum in use

Performance in the community

Performance in the school

Attitudes, knowledge, skills to/about/for Europe and Euroregion Nisa neighbours

Pupil

Interaction -> Experience

Teacher

School written curriculum

Social Background

Media

Cultural Backgound

Social Background

Cultural Background

Formal state curriculum

Rhetorical curriculum

Peers

Family

Organisations

National ideology

Culture

Religion

Euroregion Nisa – NYSA – NEISSE specificity

European Integration

Inputs

Inputs

Inputs

Inputs

3.4.4 Description of variables

As defined in chapter 3.4.2 five main variables were defined on the basis of designed hypotheses. Explanation of the variables is as follows:

Personal attachment to Europe (V1)

The concept of European citizenship that is wider than the community of European Union is based on the sense of belonging to Europe. The personal attachment and importance of Europe to an individual plays a crucial role in building up a common environment that can serve as a space for exchange. The European Community accepted the *Resolution on the European Dimension in teaching* in 1988, which speaks about strengthening of sense of European Identity (see chapter 2.1.3). The German institution the Standing Conference of Ministers of Education and Cultural Affairs and Science adopted, on the 7th December 1990, the curricular document *Europa im Unterricht* that sets as a priority raising the awareness about the sense of belonging to Europe as a community of citizens (see chapter 2.4.6). Actually this priority can be found in every document of European institutions or state educational institutions that are dedicated to the theme of Europe and education. The question therefore is, if there is a strong feeling of being a member of wide European community?

Understanding of Europe (V2)

Europe has more definitions than the geographical one. Recently we can find promotional phrases such as Europe of Citizens, Europe of cultures, Europe as an idea or Europe of languages. The term Europe was changing in time and space as well (see chapter 2.1.2). To deeply understand some of the aspects of Europe, pupils need more than knowledge. The EU has a strong influence via the integration processes on the Europe perspective as a perspective of Europe so Europe can be understood within the limitation of the EU. Therefore we need to ask questions such as if: the EU influences the perspective of Europe? Europe means to pupils more than a continent and from where do pupils gain their understanding of Europe? How experienced are they in terms of mobility and language skills?

For the reduced context of the *Euroregion Nisa*, the basis for the formulated hypothesis are defined on the following variables:

Level knowledge about neighbours from Euroregion Nisa (V3)

The question is, "how are pupils aware of whom and what they can meet behind the state border". If we preview cooperation in Euroregion Nisa, we need pupils that have the essential overview about the culture, history, lifestyle, geography, art and sports of our neighbours. Do pupils gain this knowledge in the school or do they have other sources of this information and is it a mater of importance to know more about our neighbours? When there is a Euroregion Nisa is there a source of information provided by schools about the concept?

Level of personal experience neighbours from Euroregion Nisa (V4)

The pre-study has shown that there was almost no personal experience of meeting peers behind the border (see chapter 3.3). As personal experience is the richest source of life sensation, especially if it is planned what one wants to discover, and plays a crucial role in terms of developing attitudes, we have to ask the questions: How often pupils travel within the Euroregion Nisa? Do they have friends behind the border? Do they take part in cultural or educational events in the Euroregion Nisa?

Attitudes towards neighbours from Euroregion Nisa (V5/7)

The basis of the research is focused on today's attitudes of pupils towards their neighbours and towards themselves. Understanding and valuing cultural diversity is the main value of the European Union that has the official motto *United in diversity*. The Czech *Framework Educational Programme for Basic Education* that serves as a central curriculum document for Czech basic education includes the cross-curricular topic *Thinking within European and global context* (see chapter 2.3.4) that aims to develop attitudes such as tolerance and respect towards different socio-cultural groups or to see differences as an opportunity for personal enrichment and not as a source of conflict. As we have a community that has voluntarily associated under a concept of Euroregion, it is crucial to know what kind of attitudes pupils have towards their neighbours behind the border. What do pupils think that neighbours think of them and in the end what pupils think of them.

3.4.5 Chosen methodology

In order to achieve the aim of the research and verify formulated hypotheses **two methods that complement each other** were selected.

As the research aims for **comparison of 3 groups of pupils** from 3 unique socio-cultural backgrounds the explorative, **quantitative method** of structured combined **questionnaire** was chosen in order to acquire rather large amounts of data.

Pros of the method of questionnaire is the possibility to receive data in reasonably short amount of time and also to keep the anonymity of each individual, which for fields of questions that require judgment, is a good way to promote a safe environment. .

On the other hand a questionnaire brings a vacuum between the researcher and the respondent. This aspect was minimised by choosing a **qualitative method of diagnosis workshop** as a complementary method. The workshop enabled **observation** of the process and finally **interaction** among pupils and the researcher.

An important consideration is the rate of **return of the questionnaires.** As all the questionnaires were **personally handed out** and afterwards collected in the class, this issue was minimised as well as the issue of ensuring that the questionnaire was filled in by the respondent him/herself. Therefore 100 % of the questionnaires were returned.

Conducting the diagnosis workshop straight after receiving filled in questionnaires was our way of ensuring that the **2 methods were done by the identical target group.**

The questionnaire

The questionnaire (see Appendix nr. 1.) was composed after proper examination of surveys and researchers in the field of attitudes of pupils and youth (see chapter 3.2). Inspiration for some areas of the questionnaire is based on the main results of the **Eurobarometer 2007** survey on youth[208]. Several questions were adapted, (see Table 6) although some with necessary changes, from the research of **Students´ attitudes to Europe**[209].

The questionnaire was composed on the basis of the hypothesis and variables and has the following parts:

---

[208] Eurobarometr p.7.
[209] MONTANE, M., BORDAS, I.: *The European Dimension in secondary education*, Barcelona, 1993, ISBN 84-600-8599-6. s. 89.

Initial part of the questionnaire starts with a **short letter** that is clarifying the aim of the research and pleasantly asking respondents to fill in the questionnaire.

It is followed by the **identification part**, where respondents are asked to mark their gender and age.

The **main body** of the questionnaire is divided into part A and part B. **Part A is dedicated to Europe** and aims to verify the hypothesis for wider context of Europe and its variables. It also investigates the language skills of pupils. This question was originally developed according to the Common reference framework for languages of CoE, but it was reduced to 5 levels in order to simplify the question. This part consists of 18 questions. **Part B is dedicated to the Euroregion Nisa** and aims to verify the hypothesis for reduced context of the Euroregion Nisa and its variables and consists of 18 questions as well.

The questionnaire is closed by space for **other comments and acknowledgement**. The questionnaire was 4 pages long and designed to be filled in in about 20 minutes and most of the pupils had the need of around 5 minutes more. See the structure of the questionnaire below in Table 6.

The questionnaire was first tested within the pre-research, before it was delivered within the research (see chapter 3.4.7). As the questionnaires were delivered in **Czech, German and Polish** and are further **administrated in English,** high attention was given to the use of proper terminology and its translation. Translation was done by **native speakers** that work in the field of education and have experience with conducting researches. This also led to simplification of some questions in order to ask in the clearest way.

The delivery of the questionnaire in the classroom was done by native speakers. The native speakers are working as educators. They were introduced by the school teacher as **educators** that were interested in what pupils think about Europe and neighbours from the Euroregion Nisa. Pupils were asked, if they know what Euroregion Nisa is. After this question was answered by any pupil the questionnaires were distributed. The questionnaire itself also consists of an **introduction letter** that explained to pupils the reason for filling in the questionnaire.[210]

---

[210] Dear pupils,
the questionnaire in front of you is a part of a research about Polish-German-Czech relations, mainly focused on the Euroregion Nisa (czech, german, Polish border area). With filling this form in you will help us to find out what is more important to teach at schools about Europe and your neighbours. All the information will be strictly used just for the scientific reasons.

The logical structure of the questionnaire is done from the wider context of Europe to the reduced context of Euroregion Nisa. As the questionnaire is combined, questions are open and closed, some even with a possibility to express the answer in the **form of symbols** (this was done in order to give the respondent some kind of relaxation after difficult questions that imply judgments).

Closer description of the questionnaire with an explanation of the connection between questions and variables can be found be in the chapter 3.4.6.

Introduction letter	
Identification part	Qa. 1. Gender
	Qa. 2. Age
Part A. Europe	Qa. 3. Language skills
	Qa. 4. Sources of information about Europe (Eurobarometr, 2007)
	Qa. 5. Geographical mobility
	Qa. 6. Significance of year 2004 (Montane, Bordas, 1993)
	Qa. 7. – 8. Attachment to Europe
	Qa. 9. Understanding of Europe (Montane, Bordas, 1993)
	Qa. 10. -11. Attachment to Europe
	Qa. 12. – 13. Understanding of Europe
	Qa. 14. – 16. Attachment to Europe (Montane, Bordas, 1993)
	Qa. 17. – 18. Understanding of Europe
Part B.	Qb. 1. Sources of information about Euroregion Nisa

Please take 20 minutes to fill in the questionnaire. We hope that with the help of this filled questionnaire we will make an interesting educational program for you and your peers

Thank you for filling in the form.
Mgr. O. Lochman – Ph.D. student

Euroregion Nisa	Qb. 2. -3. Personal experience within Euroregion Nisa
	Qb. 4.-6. Personal experience within Euroregion Nisa
	Qb. 7.-8. Knowledge about neighbours from Euroregion Nisa
	Qb. 9.-15. Attitudes towards neighbours within Euroregion Nisa
	Qb 16. Knowledge about neighbours within Euroregion Nisa
	Qb. 17 - 18. Personal experience within Euroregion Nisa
Closing part	Any comments
	Acknowledgements
	Questionnaire code

Table 6. Structure of the questionnaire

The diagnosis workshop

In order to provide more qualitative data for the area of attitudes a diagnosis workshop was chosen as the right method to use. This workshop was **developed especially for the needs of the empirical research at schools in Euroregion Nisa**. The workshop aims to diagnose and explore awareness that pupils have about their neighbours behind the border in the Euroregion Nisa and attitudes and national stereotypes or prejudice pupils have towards their neighbours.

The workshop was **conducted by native speakers** and observed by a person that had knowledge of the local language. An **Observation sheet** (see appendix nr.3.) and description of the workshop (see appendix nr.2.) were developed.

The workshop was based in the form of group work. Pupils were shown a poster with a **model example** and were asked to draw a peer behind the border within the Euroregion Nisa (a nationality was given) and by drawing and writing answer to the following questions that were written on the model:

- What does a typical Pole / German / Czech do? (a nationality was given) (Qm 1.)
- What is he / she thinking about? (Qm 2.)
- What is for him / her most important? (Qm 3.)
- What is he / she like? (what kind of character) (Qm 4.)

154

- What surrounds him / her? (objects, artefacts) (Qm 5.)

After being given these instructions, pupils were divided in groups of 5 and were given 20 minutes to prepare the poster in the group by having the instruction "discuss, write and draw".

After finishing the poster, pupils were asked to gather in a circle and put posters in the middle of the circle. Then pupils were asked to walk around for 3 minutes and to examine what others put into their posters by having the following instructions: try to find similarities, differences and what surprised you in other posters.

Afterwards the whole group was invited for a whole group discussion. The discussion was guided by the following questions in order to uncover the background of the symbols on the poster.

- What came first to your head when you were asked to draw a Polish/German/Czech peer living behind the border?" (Qf 1.)
- Is there something that surprised you? (Qf 2.)
- Was it difficult to work on those posters, to prepare them? (Qf 3.)
- Did you ever visit Poland / Germany / Czech Republic? If yes – what was the reason of the visit? (Qf 4.)
- Did you ever talk to someone from Poland / Germany / Czech Republic? What did you talk about? (Qf 5.)
- Did you ever talk to your peer from Poland / Germany / Czech Republic? What did you talk about? (Qf 6.)

The entire process of the workshop that is designed for 60 - 70 minutes is observed and recorded on the **observation sheet**. The observation sheet is divided into 2 parts. Identification part, where the observer records the: number of pupils in the group, number of pupils in the whole class and code of the school, class and specific group. In the content part of the observation sheet are questions Qf 1. to Qf 6. and space for other observations (see appendix nr.3.).

The **posters** drawn by pupils are kept and described into text and analysed for comparison. The main outcomes of the workshop are the produced posters supported by the observation sheets. We are aware of the **sensibility of the designed method** as it brings a potential of

implying the subjective views during the proceeding of the posters and observation sheets. However, we believe that being at the place with the respondents and having the possibility to gather data that pupils produced by having a "**free hand and mind**" is enriching the already acquired date from the questionnaire and provides clearer picture of the reality.

3.4.6 Design of the methodology and relation to hypothesis and variables

The structure of the questionnaire and diagnosis workshop is presented in the chapter 3.4.5. In this chapter is described the relation of variables, individual questions and sub-hypothesis.

Questionnaire

VI	Personal attachment to Europe	Qa. 10.	Respondents were asked whether they feel responsible for the future of Europe, they could choose one from the 4 possible options: *very much, quite a lot, not very much, very little.*
		Qa. 11.	Respondents were asked whether they feel that they have influence on building the common Europe, they could choose one from 5 possible options: *yes, I have a big influence; quite a big influence; not very much, because I don't have possibilities; not very much, because I am not really interested; I am not interested.*
		Qa. 14.	Respondents were asked how important is Europe to their personal life and interests, they could choose one from 4 options: *very much, quite a lot, not very much, very little*
		Qa. 15.	Respondents were asked where do they

156

			feel most attached to, they could prioritise from least important (by giving nr 1) to most important (nr 6) within the following possibilities: *your own country (Poland, Czech, German), Europe, your region (Lower Silesian, Saxonian, Nothbohemian), your town/city, Euroregion Nisa, the world.* The higher the number is the higher is the feeling of attachment.
		Qa. 16.	Respondents were asked where do they think they will feel most attached to in 10 years time, they could prioritise from least important (by giving nr 1) to most important (nr 6) within the following possibilities: *your own country (Poland, Czech, German), Europe, your region (Lower Silesian, Saxonian, Nothbohemian), your town/city, Euroregion Nisa, the world.* The higher the number is the higher is the feeling of attachment.
		Qa. 9.	Respondents were asked to explain what does "Europe" mean to them, they could choose one from 6 options: *European Union, Common economical market, a continent, a civilization, an idea and way of living, other.* If last option were chosen respondents were asked to specify using their own words.
V2	Understanding of Europe	Qa. 12.	Respondents were asked to identify the

			most important European values.
		Qa. 13.	Respondents were asked to write down at least 3 words that describe Europe, they were asked to write down first words that came to their heads.
		Qb. 7. - 8.	Respondents were asked to identify their level of knowledge about neighbouring Euroregion Nisa countries. There were 7 categories given in a table: *culture, history, lifestyle, geography, music, literature, sports*. For each category they could marked one of options on the scale: *very much, quite a lot, not very much, very little.*
V3	Level of knowledge about neighbours from Euroregion Nisa	Qb. 2.	Respondents were asked whether they feel responsible for the future of their region, they could choose one from the 4 possible options: *very much, quite a lot, not very much, very little.*
V4	Level of personal experience about neighbours from Euroregion Nisa	Qb. 3.	Respondents were asked whether they feel that they participate in building their region, they could choose one from 5 possible options: *yes, I have a big influence; quite a big influence; not very much, because I don't have possibilities; not very much, because I am not really interested; I am not interested.*
		Qb. 4.	Respondents were asked how often do

		Qb. 12.	they travel across the border within the Euroregion Nisa, they could choose one from 4 options: *I have never travelled in the area cross the border in the Euroregion, once a year, several times a year, more than once a year.* If option 2,3 or 4 was marked respondents were asked to describe reason of their travel/-s.
		Qb. 5.	Respondents were asked whether they visited some of the cultural or educational events across the border in Euroregion Nisa, they could choose one from 3 options: *yes, I have visited and actively taken part; yes, I have visited; No, I haven't visited such an event.*
		Qb. 6.	Respondents were asked whether they have friends that they visit across the border in the Euroregion Nisa, for both neighbouring countries they could choose one of 2 options: *yes, no.*
		Qb. 9.	Respondents were asked what they think of their neighbours by writing minimum 3 adjectives on each neighbour separately.
V5-7	Attitudes toward neighbours from Euroregion Nisa	Qb. 10.	Respondents were asked how in their opinion peers from their country are being perceived by peers from the 2 neighbouring countries, separately for each country.

			Qb. 12.	Respondents were asked with whom they would like to live with in one flat, they were given 4 options: *Czech, German, Polish, doesn't matter*, they were also asked to explain the reason *why*.

Table 7. Structure of questionnaire: relation of hypotheses, variables and developed questions

After connecting variables to sets of questions we will formulate the sub-hypotheses to each main hypothesis.

Number of sub-hypothesis	Number of question	Formulation of sub-hypotheses
Hypothesis H1		
H1 – sH1	Qa. 10.	German pupils will feel higher responsibility for future of Europe than Czech and Polish pupils.
H1 – sH2	Qa. 11.	German pupils think that they have bigger influence on building the common Europe than Czech and Polish pupils.
H1 – sH3	Qa. 14.	German pupils consider Europe to be more important for their personal life and interests than Czech and Polish pupils.
H1 – sH4	Qa. 15.	German pupils are at the present more attached to Europe than Czech and Polish pupils.
H1 – sH5	Qa. 16.	German pupils declare that in 10 years time their attachment to Europe will be on higher level than Czech and Polish pupils.
Hypothesis H1 will be accepted as true if more than 50 % of the sub-hypotheses will be true. In this case a minimum of 3 sub-hypotheses.		

Hypothesis H2		
H2 – sH1	Qa. 9.	The meaning of "Europe" is for German pupils more connected to the European Union and Common economic market than for Czech and Polish pupils.
H2 – sH2	Qa. 13.	First connotations of German pupils concerning Europe are more EU oriented than Czech and Polish pupils.

Hypothesis H2 will be accepted as true if both of the sub-hypotheses will be true. In this case a minimum of 2 sub-hypotheses.

Hypothesis H3		
H3 – sH1	Qb. 7. - 8.	German pupils know more about their neighbours (Czech and Polish pupils) than Czech and Polish pupils know about their neighbours.

Hypothesis H3 will be accepted as true, if sub-hypothesis H3 –sH1 will be true.

Hypothesis H4		
H4 – sH1	Qb. 2.	Polish pupils feel more responsible for the future of their region than Czech and German pupils.
H4 – sH2	Qb. 3.	Polish pupils have a higher feeling of participation in building up their region than Czech and German pupils.
H4 – sH3	Qb. 4.	Polish pupils travel more often across the border within the Euroregion Nisa than Czech and German pupils.
H4 – sH4	Qb. 5.	More Polish pupils visited cultural or educational events across the border in the Euroregion Nisa than Czech and German pupils.
H4 – sH5	Qf. 5.	Polish pupils have more personal verbal contact with neighbours from the Euroregion Nisa than for Czech and German pupils.
H4 – sH6	Qf. 6.	Polish pupils have more personal verbal contact with peer neighbours from the Euroregion Nisa than Czech and German

		pupils.

Hypothesis H4 will be accepted as true if more than 50 % of sub-hypotheses will be true. In this case a minimum of 4 sub-hypotheses. There are 4 sub-hypotheses based on the questionnaire and 2 sub-hypotheses based on the diagnosis workshop (sH5 and sH6).

Hypothesis H5

H5 – sH1	Qb. 9.	Polish pupils have more positive attitudes towards Czechs than towards Germans.
H5 – sH2	Qb. 10.	Polish pupils think that Czechs have more positive attitude towards Poles than Germans.
H5 – sH3	Qb. 12.	Polish pupils would like to live in one flat rather with Czech peers than with German peers.

Hypothesis H5 will be accepted as true if more than 50 % of the sub-hypotheses will be true. In this case a minimum of 2 sub-hypotheses.

Hypothesis H6

H6 – sH1	Qb. 9.	German pupils have more positive attitudes towards Czechs than towards Poles.
H6 – sH2	Qb. 10.	German pupils think that Czechs think more positive about Germans than Poles.
H6 – sH3	Qb. 12.	German pupils would like to live in one flat rather with Czech peers than with Polish peers.

Hypothesis H6 will be accepted as true if more then 50 % of sub-hypotheses will be true. In this case a minimum of 2 sub-hypotheses.

Hypothesis H7

H7 – sH1	Qb. 9.	Czech pupils have more positive attitudes towards Germans than

		towards Poles.
H7 – sH2	Qb. 10.	Czech pupils think that Germans think more positive about Czechs than Poles.
H7 – sH3	Qb. 12.	Czech pupils would like to live in one flat rather with German peers than with Polish peers.

Hypothesis H7 will be accepted as true if more than 50 % of the sub-hypotheses will be true. In this case a minimum of 2 sub-hypotheses.

Diagnosis workshop

As the diagnosis workshop is mainly focused on identification of attitudes of pupils, the development of sub-hypotheses for every question is not possible and has to be examined within the complexity of the research.

The following questions *Qm 1.* to *Qm 5.* were developed in order to gain a complex picture of attitudes of pupils. Outcomes on the posters led by these questions, as these are the initial instructions during the workshop, will be categorized and compared with outcomes of questions from the questionnaire for hypotheses H5 to H7.

Questions *Qf 1., Qf 2., Qf 3.* that were developed for the final discussion will also serve as supportive questions to questions *Qm 1.* to *Qm 5.* Answers to these questions were recorded on the observation sheets and will be categorized and compared with outcomes of questions from the questionnaire for hypotheses H5 to H7.

Questions *Qf 4.* is answered in the questionnaire, but it was necessary to ask this question in the final discussion in order to keep the gradation of the set of questions.

Question *Qf 5. "Did you ever talk to someone from Poland / Germany / Czech Republic? What did you talk about?"* and *Qf 6. "Did you ever talk to your peer from Poland / Germany / Czech Republic? What did you talk about?"* of the final discussion are focused on the personal experience of pupils and will be categorized and measured and serve as complementary to questions from the questionnaire for the hypothesis H4.

3.4.7 Pre-research

The pre-research was the last step before finalising the chosen methods for the final research. The method of the diagnosis workshop had already been used 3 times in the pre-study (see chapter 3.4.5).

The pre-research therefore served mainly to **verify the proper function** of the chosen methods. The pre-research took place in the **first week of April 2008** at a lower secondary school (*Gimnazjum*) in Wroclaw. The **questionnaire** was filled in by 44 pupils mainly aged 15. The outcomes showed some disorder in the function of some questions, the need for more guiding by closing some of the open questions and the need to add 2 more questions.

In the identification part of the questionnaire question n. 2. *What is your age?* was added This caused renumbering of all the questions as well.

Question number A.3. connected to language skills, has shown that having the possibility of 8 choices (designed according to the common framework for languages of CoE) to evaluate language skills is too wide. Pupils spent too much time on this question and the choice for them was too complex, therefore the possible choice was reduced to 6 elements. The order of numbers was also swapped in order to have the accordance of higher number = higher skill of the language.

In the question B.6. *Do you have friends that you visit across the border in the Euroregion Nisa?* The choice was developed with possible answers: *yes – no* in the case of Polish pupils, *1.In the Czech Republic: yes –no; 2. In Germany: yes –no.*

In part B **a question** was **added** *What do you think of Poles?* (In the case of Polish pupils) in order to help them reflect on their own identity, after giving judgements on neighbours in the Euroregion.

Question B. 16. *In which subjects at school do you learn the most about Euroregion Nisa neighbours?* was changed from an open answer into a set of subjects: *Social studies, History, Mother tongue, Foreign language, Geography, Other.*

The **diagnosis workshop** was already tested during the pre-study.

The **outputs of the pre-research** highlighted some of the directions that we could expect during the research and also that the choice of **Wroclaw was not ideal** as the schools that were further researched were **closer to the state border** and therefore have closer connections to the reality of their neighbours.

3.4.8 Wide and specified target group of the research

In order to have groups that would be comparable it was necessary to define the wider and specified target group of the conducted research.

The wider target group of the research

The wider target group of the research were pupils aged 14 -16 years. The **complexity** of comparing pupils from 3 states has brought up the issue of 3 different education systems. Originally the aim was to examine pupils from the 9th grade, which in the Czech education system means secondary level of primary school (in international terminology **lower-secondary schools (ISCED 2A)**. This meant the two systems would be non-comparable as pupils in Polish schools attend 3 levels of schooling and, in this area of the curriculum and at this age, are attending 2 level schools of the Polish education system, which are called *gimnazjums* (see chapter 2.5.5). In Saxony at this age pupils are in *middle schools* (see chapter 2.4.5). The age was therefore extended from 14 -16 years old with the focus on **15 years aged pupils**. The research centred on pupils from the **area of the Euroregion Nisa** (see chapter 3.1), which has a clearly limited geographical area.

The specified target group of the research

To be able to compare similar samples of pupils it was necessary to chose **3 similar urban areas** in the 3 states of Euroregion Nisa. The aim was to examine pupils from cities. This was a limiting fact. In Poland Jelenia Gora and in Czech Republic Liberec have a similar amount of population that is close to 100 000 inhabitants. In Saxony, in terms of Euroregion Nisa, the largest city is the city of Zittau with a population close to 30 000. Also, Jelenia gora is about the same distance, close to 30 km, to the border line as Liberec. The German city of Zittau is situated just next to the border. As these facts could be influenced, the selection of schools had to be carefully done in order to have similar samples for comparison.

The **selection of the schools** was done on the following **criteria**:

- Geographical criteria: schools from **Jelenia Gora, Liberec, Zittau**
- Number of pupils attending the school is between 400 – 500
- Schools that are open for the cooperation and sharing of information

2 schools in every city were selected and agreed to undertake the research. In total, 6 schools from 3 cities of 3 states have taken part in the research. In every school the focus was on pupils aged 15 years. The selection in the schools was random. The focus was to have classes where **most pupils were 15 years old**.

The same pupils first filled in the questionnaire and straight afterwards participated in the diagnosis workshop. In total there were 228 pupils from all the different schools participating in the research.

3.4.9   Administration of questionnaires and workshop outcomes

In every school, school directors or deputies of the school directors were familiarised with the aim of the research and the tools used. They were also informed about the possibility of the **anonymity of the school**, if wished. This led to the fact that there is no comparison of schools and schools have received their marks anonymously, e.g. *Poland 1*.

Questionnaire

The questionnaire was handed out to pupils by the researcher or native speakers that are experienced educators and after the questionnaire was filled in by all pupils the research was continued by the diagnosis workshop.

Every questionnaire has its own **code**, e.g. NR: PL-F-JG2-S-1/2, which shows Number: Poland –Final – Jelenia Gora, school 2 – Student – number of the questionnaire/ number of the class.

In total **228 questionnaires** were collated with **100% of return** of questionnaires.

Nr	School	Nr of questionnaires
1	Czech Republic – Liberec 1	38
2	Czech Republic - Liberec 2	36
3	Germany – Zittau 1	44
4	Germany – Zittau 2	31
5	Poland – Jelenia Góra 1	38

6	Poland – Jelenia Góra 2	41
in total		**228**

Table 8. Number of administrated questionnaires

Diagnosis workshop

The workshop (see appendix nr.2.) was delivered by a native speaker and observed by a researcher or an assistant. Each workshop lasted between 60 -70 minutes. Every poster produced by pupils was given a code similar to codes used for the questionnaire e.g. NR: PL-F-JG2-P-1/2. Value P represents *poster* the other values have the same meaning as when coding the questionnaire. Observation sheets were given the same code. Posters were further incorporated into a text file and compared. The same pupils that filled in the questionnaire took part in the workshop. In total there were **10 conducted workshops**, which resulted in **42 posters** done by pupils. Unfortunately, due to the school's own regulations, it was not possible to conduct the diagnosis workshop in the school Germany – Zittau 2.

On each poster were usually 5 pupils working together. If the number in the class didn't allow this even distribution there were groups of 4 created. These 42 posters were analysed in order to be complementary data for H5, H6 and H7.

Nr	School	Nr of diagnosis workshops	Nr of posters
1	Czech Republic – Liberec 1	2	4 Polish, 4 German
2	Czech Republic - Liberec 2	2	4 German, 4 Polish
3	Germany – Zittau 1	2	5 Polish, 4 Czech
4	Germany – Zittau 2	0	-
5	Poland – Jelenia Góra 1	2	5 German, 4 Czech
6	Poland – Jelenia Góra 2	2	4 German, 4 Czech
in total		**10**	17 Polish, 9 German, 16 Czech, **42 in total**

Table 9. Number of administrated questionnaires

167

Microsoft Excel, version 2003 was used for processing the data. **Outcomes from the two schools from each state were merged** and these outcomes represent the final outcomes for comparison with other 2 states. Outcomes are presented by descriptions, charts and symbols logically ordered according to defined variables.

3.5 Results of the research

The research was conducted in the geographical area of Euroregion Nisa in **May to June 2008**. It resulted in **228 questionnaires** (of which **100%** were **returned**) and **10 diagnosis workshops** that resulted in **42 posters** and **10 observation sheets**.

3.5.1 Characteristics of respondents

The questionnaire was handed out in 6 schools and was filled in by 228 respondents. 50 % of these were male and 50 % female. The focus of the research was on pupils that are 15 years old. Classes where most of the pupils are aged 15 took part in the research. In the Czech Republic grades 9 at the basic school (*základní škola*), in Germany grade 9 at middle schools (*Mittleschule*), in Poland grade 1 at lower secondary school (*gimnazjum).* All these were public general schools. As the following chart shows, most of the pupils were 15 years old.
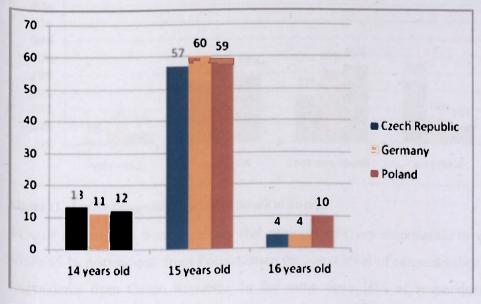
Figure 10. Age of pupils

3.5.2 Verifications of hypothesis 1

In order to verify the main 7 formulated hypotheses we have to verify sub-hypotheses that are assigned to each main hypothesis as described in chapter 3.4.6.

Now we can test the first hypothesis H1.

H1. German pupils have stronger personal sense of belonging to Europe than Czech and Polish pupils.

H1 was formulated on the basis of the analyses and comparison of implementation of the ED into 3 education systems (chapter 2.6). As curriculum of Germany proved to have the ED implemented on the base of key competences already since 1978, in the case of Saxony in 1990, we formulated sub-hypotheses sH1 to sH5 that are further tested.

H1 – sH1. German pupils will feel higher responsibility for future of Europe than Czech and Polish pupils.

Pupils were answering the question *"Do you feel responsible for the future of Europe?"* Outcomes are presented on the following chart:
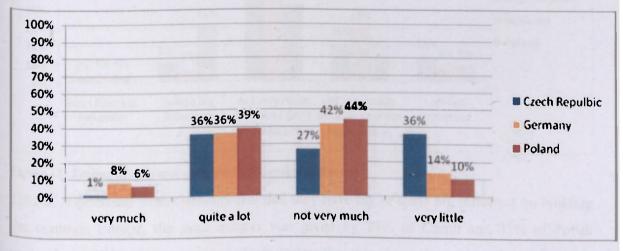
Figure 11. Level of responsibility for the future of Europe

44% of respondents from Germany feel responsible (*very* responsible or *quite* responsible), while 45 % respondents from Poland share the same level of responsibility and only 37 % of respondents from Czech Republic. In the same time 56% of respondents from Germany

declared a low feeling of responsibility (*not very much, very little*), the same answer was given by 54% of Polish and 63% of Czech respondents.

Pupils' answers also show that the feeling of responsibility in Czech Republic is definitely the lowest compared to Poland and Germany. 36% of Czech Republic declared that their level of responsibility for Europe is very little, while 14% of German and 10% of Polish pupils gave the same answer.

As German pupils didn't declare higher responsibility for Europe the sub-hypothesis H1 – sH1 is **disproved**.

H1 – sH2 German pupils think that they have a bigger influence on building the common Europe than Czech and Polish pupils

Pupils were answering the question *"Do you think that you have influence on building the common Europe?"* Outcomes are presented on the following chart:
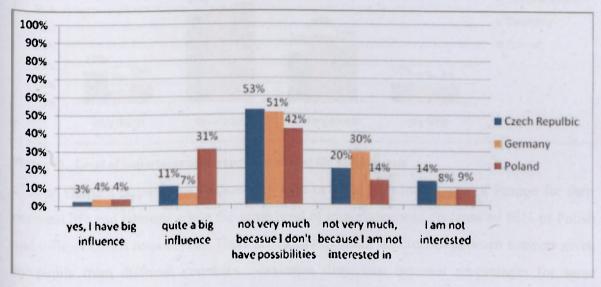
Figure 12. Feeling of influence on building the common Europe

11% of respondents from Germany feel that they have big or quite big influence on building the common Europe, the same answer was given by 14% of Czech and 35% of Polish respondents. 81 % of German respondents declare that they do not have big influence because of different reasons (lack of possibilities, lack of interest), while 8% declare that they are not interested. Same responds for questioned Poles gave accordingly 59% and 9%, and for Czechs 73% and 9%.

The most common answer for this question among all respondents was that they do not feel that they have influence on the common Europe because they don't have possibilities: 53% of Czech respondents, 51% of German and 42% of Poles.

Sub-hypothesis H1 – sH2 is **disproved**.

H1 – sH3 German pupils consider Europe to be more important for their personal life and interests than Czech and Polish pupils.

Pupils were answering the question *"How important is Europe to your personal life and interests?"* Outcomes are presented on the following chart:
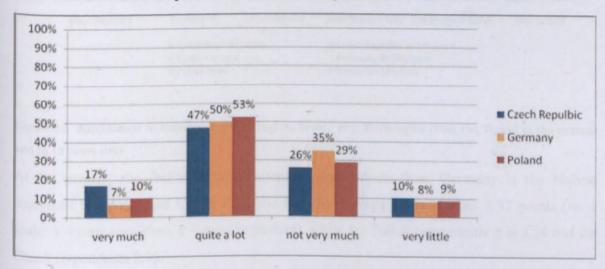
Figure 13. Level of importance of Europe for personal life and interests

57% of German respondents declare very high or quite high importance of Europe for their personal life and interests while the same level of importance was declared by 63% of Polish and 64% of Czech respondents. There are relatively small differences between answers given by pupils from different countries. Maximum dispersion between percentages for same answers was 10%.

Sub-hypothesis H1 – sH3 is **disproved**.

H1 – sH4 German pupils are at the present more attached to Europe than Czech and Polish pupils.

Pupils were asked to prioritise on the base of the following statement: *"At the present you feel yourself being most attached to"*. Outcomes are presented on the following chart:
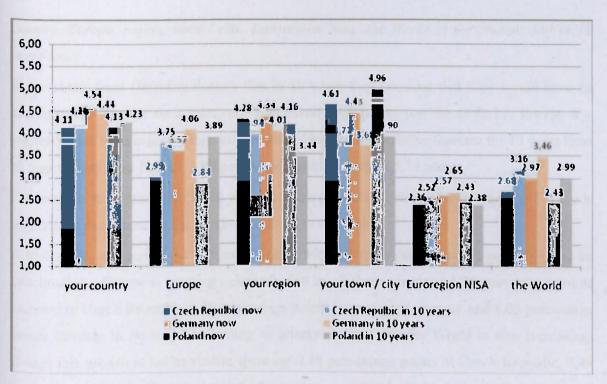
Figure 14. Attachment to country, Europe, region, town / city, Euroregion Nisa, the World at the present and in 10 years time

At the present, the feeling of attachment of respondents from Germany is the highest compared to Poland and Czech Republic and the average value reaches 3,57 points (on a scale: 1 – least important, 6 – most important), while for Polish respondents it is 2,84 and for Czech respondents 2,99.

It is visible that the feeling of attachment to Europe is relatively lower than to the country (Czech Republic – 4,11, Germany – 4,54, Poland – 4,13), region (Czech Republic – 4,28, Germany – 4,34, Poland – 4,16) and town / city (Czech Republic – 4,61, Germany – 4,43, Poland – 4,96). Respondents declare lowest feeling of attachment towards the World and even lower towards the Euroregion Nisa.

Sub-hypothesis H1 – sH4 is **confirmed**.

H1 – sH5 German pupils declare that in 10 years time their attachment to Europe will be on higher level than Czech and Polish pupils.

Pupils were asked to prioritise on the basis of the following statement: *"In 10 years you see yourself being most attached to"*. Outcomes are presented on the *Figure 14. Attachment to*

country, Europe, region, town / city, Euroregion Nisa, the World at the present and in 10 years time.

Respondents from Germany declare that in 10 years they consider that they would have an attachment to Europe on a relatively high level: 4,06 points (on the scale:1 – lowest, 6 – highest). This level is higher than at present and higher than relative forecast for 10 years time of respondents from Poland: 3,89 points and Czech Republic: 3,75 points.

Furthermore it is visible that in 10 years time the predicted feeling of attachment to Europe is higher than attachment to Euroregion Nisa and to the World.

Additionally, comparing the present situation with 10 years perspective it is visible that an attachment to Europe is growing relatively fast in all three countries 1,76 percentage points increase in Czech Republic, 0,49 percentage points increase in Germany and 1,05 percentage points increase in Poland. The feeling of attachment towards the World is also increasing, though this growth is not as visible, growing 0,48 percentage points in Czech Republic, 0,49 percentage points in Germany and 0,56 percentage points in Poland. A parallel feeling of attachment that respondents expect to have in 10 years is lower than at present in 2 cases: attachment to the region (minimum 0,5 percentage point decrease) and attachment to city or town (minimum 1 percentage point decrease). Attachment to Euroregion Nisa stays within 10 years perspective on the same low level and it fluctuates between 2,36 and 2,65 points.

Sub-hypothesis H1 – sH5 is **confirmed**.

Hypothesis H1 consists of 5 sub-hypotheses, where 3 were disapproved and 2 approved. Therefore the H1 *"German pupils have stronger personal sense of belonging to Europe than Czech and Polish pupils"* is **disapproved.**

3.5.3   Verifications of hypothesis 2

The second tested hypothesis is:

H2. German pupils understanding of Europe is more through EU perspective than Czech and Polish pupils.

H2 was formulated on the basis of the chapter 2.6. As the curiculla of Germany proved to be influenced by the key documents of the EU in the field of education, we formulated sub-hypotheses sH1 to sH2 that are further tested.

H2 – sH1 Meaning of "Europe" is for German pupils more connected to European Union and Common economical market than for Czech and Polish pupils.

Pupils were answering the question *"What does "Europe" mean to you?"* Outcomes are presented on the following chart:
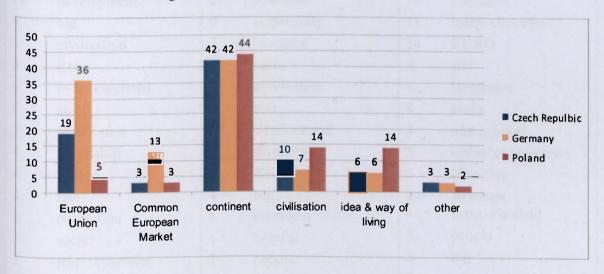

Figure 15. Meaning of Europe

36 of respondents from Germany associate Europe with European Union, only 19 respondents from Czech Republic and 5 respondents from Poland gave the same answer. This disproportion is also seen in answers of respondents associating Europe with one of the foundations of the EU: the Common European Market. 13 German respondents associate it with Europe, while in Poland and the Czech Republic it reached only 3 answers.

Pupils' answers show that in the three countries the main association that respondents had was *"continent"*: in between 42 and 44 answers.

In question *A17* respondents mentioned geography as one of the main subjects at school where they learn the most about Europe, answers were the following: 100% respondents from Czech Republic declared geography as one of 3 subjects where they learn the most about Europe, in Germany it was 79 % and in Poland 76%.

Sub-hypothesis H2 – sH1 is **confirmed**.

H2 – sH2 First connotations of German pupils concerning Europe are more EU oriented than Czech and Polish pupils.

174

Pupils were answering the question *"By which words you would spontaneously describe Europe?"* Outcomes are presented in the following table:

Czech pupils		Polish Pupils		German Pupils	
15	continent	21	**united**	22	**united**
12	development	21	tolerance	19	continent
9	big	9	community	11	many countries
6	civilization	7	beautiful	14	**EURO**
6	**EU**	7	culture	9	**EU**
6	over-populated	6	civilization	4	languages
5	small	6	rich	4	**stars**
5	pretty, nice	5	development	3	**one market**
4	friendship	5	diversity	3	**union of countries**
4	**united**	5	**EU**	3	**blue flag**
3	rich	4	big	3	**Brussels**
3	corruption	4	continent	4	Euro -Football
3	social	4	helpful	3	people
3	many countries	3	people	3	big
		3	fair	3	vacations

Table 10. Most used words for describing Europe

In total, German pupils associated Europe with the EU by 61 connotations. 22 wrote united, 14 EURO currency, 9 EU, 4 stars, 3 each for one market, union of countries, blue flag and Brussels. Polish pupils mentioned EU just 5 times and united 21 times. Czech pupils mentioned EU 6 times and united 4 times.

Sub-hypothesis H2 – sH3 is **confirmed**.

Hypothesis H2 consists of 2 sub-hypothesis, where both were approved. Therefore the *"H2. German pupils understanding of Europe is more through EU perspective than Czech and Polish pupils."* is **confirmed.**

3.5.4 Verifications of hypothesis 3

The third tested hypothesis is:

H3. German pupils feel to have more knowledge about neighbours than Czech and Polish pupils.

H3 was formulated on the basis of the pre-study German pupils showed the highest knowledge about the neighbours from the Euroregion Nisa.

Therefore we formulated sub-hypothesis sH1 that is further tested.

H3 – sH1 German pupils know more about their neighbours (Czech and Polish pupils) than Czech and Polish pupils know about their neighbours.

Pupils were asked to evaluate their knowledge about culture, history, lifestyle, geography, music, literature and sport about neighbouring Euroregion Nisa countries following the instructions: *"I feel I know about Czech / German / Polish"*. There were two separated tables, one for each neighbouring country, in which each respondent was asked to fill in how much do they know about culture, history, lifestyle, geography, music, literature and sports.

Outcomes are presented on the following chart:
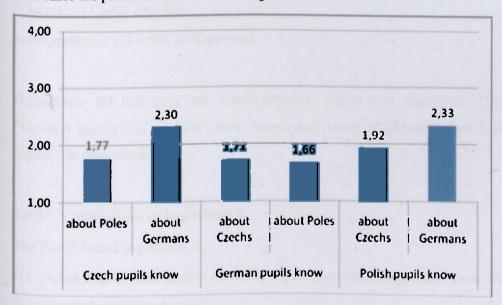
Figure 16. Knowledge about neighbouring Euroregion Nisa countries

Respondents were asked to reflect on their knowledge from specific areas pointing out whether they know: *very much* – 4 points, *quite a lot* – 3 points, *not very much* – 2 points, *very little* – 1 point. Notes (average of all fields) given by respondents from Germany were

the lowest: average was 1,71 concerning knowledge about Czechs and 1,66 – knowledge about Polish, which means that they know about their neighbours less than „not very much".

Results of self–reflection of Czech and Polish respondents concerning knowledge about their neighbours is slightly more optimistic. Polish and Czech pupils do give average note of less than 2 points to knowledge about each other: 1,92 and 1,77.

Relatively speaking, the highest is knowledge of Czech and Polish respondents about their neighbours from Germany, it is average 2,3 and 2,33 points, which gives againan answer close to „not very much".

Pupils' answers show, that, in general, their level of knowledge about neighbours from Euroregion Nisa **countries is low**. Definitely the lowest is the level of knowledge about literature: average 1,42 points, relatively highest level of knowledge about geography 2,20 points and lifestyle 2,18 points.

In *Question B16* respondents declare that geography is one of the subjects where they learn the most about Euroregion Nisa countries. 84% Czech respondents, 74% German respondents and 56 % Polish respondents identified geography as the subject they learn most about Poland / Germany / Czech Republic.

Sub-hypothesis H3 – sH1 is **disproved**.

Hypothesis H3 had only one sub-hypothesis, which was disproved. Therefore the *H3. "German pupils feel to have more knowledge about neighbours then Czech and Polish pupils."* is **disproved.**

3.5.5 Verifications of hypothesis 4

The fourth tested hypothesis is:

H4. Polish Pupils have higher personal experience with neighbours from Euroregion Nisa than German and Czech pupils.

H4 was formulated on the basis of the pre-study (chapter 3.3) where Polish pupils showed the highest personal experience with neighbours from Euroregion Nisa.

Therefore we formulated sub-hypotheses sH1 to sH6 that are further tested.

H4 – sH1 Polish pupils feel more responsible for the future of their region than Czech and German pupils.

Pupils were answering the question *"Do you feel responsible for the future of your region?"* Outcomes are presented on the following chart:
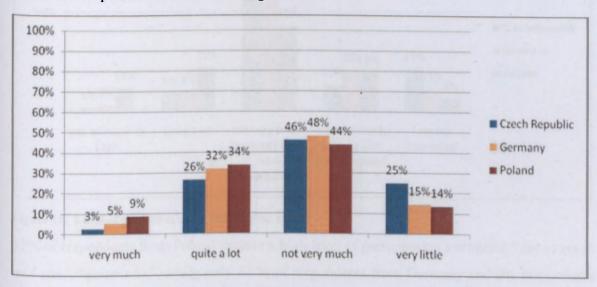

Figure 17. Level of responsibility for the future of region

43 % of respondents from Poland declared a high or quite high level of responsibility for their region, the relevant figure for Germany is 37% and for the Czech Republic 29 %.

Pupils' answers also show that the lowest level of responsibility for the region is declared by respondents from the Czech Republic, with 71% declaring a low feeling of responsibility for the region.

Sub-hypothesis H4 – sH1 is **confirmed**.

H4 – sH2 Polish pupils have higher feeling of participation in building up their region than Czech and German pupils.

Pupils were answering the question *"Do you think that you participate in building up your region?"*. Outcomes are presented on the following chart:
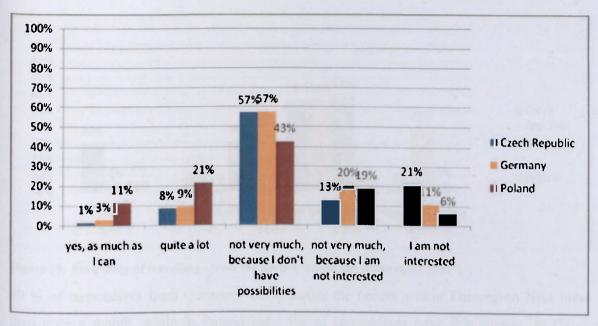
Figure 18. Level of participation in building up region

32% of respondents from Poland declare a high level of participation answering "*yes as much as I can*", "*quite a lot*", while only 12 % of respondents from Germany and 9% respondents from the Czech Republic declare participation on such a high level.

Pupils' answers also show that most of them (57% in Czech Republic, 57% in Germany and 43% in Poland) declare that they do not participate in building up their region, because they do not have possibilities to do so.

Sub-hypothesis H4 – sH2 is **confirmed**.

H4 – sH3 Polish pupils travel more often across the border within Euroregion Nisa than Czech and German pupils.

Pupils were answering the question "*How often do you travel across the border within the Euroregion Nisa?*". Outcomes are presented on the following chart:
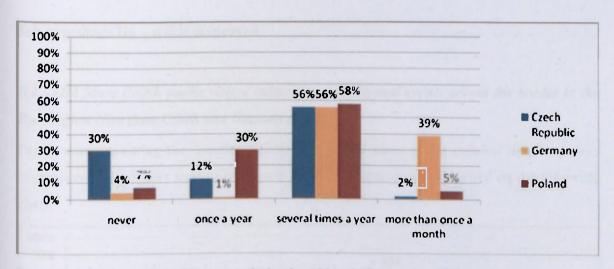
Figure 19. Frequency of travelling across the border within the Euroregion Nisa

39 % of respondents from Germany travel across the border within Euroregion Nisa more than once a month, while in Poland only 5% of respondents gave this answer, in Czech Republic 2%.

Most frequent **reasons** for visits given by Polish respondents were tourism (18 pupils), shopping (17 pupils), holidays (13 pupils), and sightseeing (13 pupils). Respondents from the Czech Republic point out mainly shopping (14) and holidays (5). For German respondents it was fuel (34), shopping (20), eating out (13).

So called economic tourism has influenced the outcomes of this question. The fact that German pupils, living in Zittau that is very near the border, go with their parents to buy fuel has distorted the outcomes of this question.

Over 50% of respondents from all the three countries travel abroad several times a year. Also remarkable is that 30% of Czech respondents have never visited any of the Euroregion Nisa countries.

The low interest of Czech pupils to visit their neighbours is also confirmed by question A5 *"Have you ever traveled abroad and where?"*. Outcomes of this question have shown that although Czech pupils travel a lot abroad (41 declared that they have visited Croatia, 40 Italy, 29 Slovakia, 21 Austria, France, Spain,, 17 UK, Sweden) just 24 pupils declared that they visited Poland and 47 Germany. This is in a high contrast with Polish pupils. 70 declared they had visited Germany and the Czech Republic. In the middle are German pupils, where 60 have visited the Czech Republic and 50 Poland.

Sub-hypothesis H4 – sH3 is **disproved**.

H4 – sH4 More Polish pupils visited cultural or educational events across the border in the Euroregion Nisa than Czech and German pupils.

Pupils were answering the question *"Have you visited some of the cultural or educational events across the border in the Euroregion Nisa?"*. Outcomes are presented on the following chart:
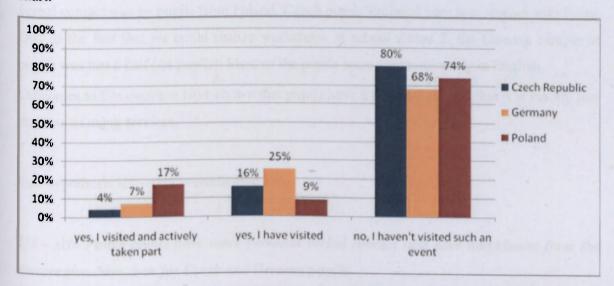

Figure 20. Presence at cultural or educational events across the border in the Euroregion Nisa

32% of respondents from Germany visited cultural or educational events across the border in the Euroregion Nisa, and 7% of them took an active part. The relevant figure for Poland for visiting such events is 26% and for Czech Republic 20% of respondents. Though active involvement in such events is the highest in Poland – it reaches 17% of respondents.

In general the level of participation in such events is very low, on average 75 % of respondents in all 3 countries have never visited such an event.

Sub-hypothesis H4 – sH4 is **disproved**.

H4 – sH5 Polish pupils have more personal verbal contact with neighbours from the Euroregion Nisa than for Czech and German pupils.

The process of the final discussion was recorded on the observation sheets. The fifth question *Qf 5.* was "Did you ever talk to someone from Poland / Germany / Czech Republic? What did you talk about?"

181

21 out of 37 Polish pupils declared that they had had verbal contact with someone from the Czech Republic and 22 out of 42 Polish pupils declared that they had had a verbal contact with someone from Germany. 7 Czech pupils out of 38 declared that they had had a verbal contact with someone from Poland and 13 out of 36 with someone from Germany. 6 out of 23 German pupils declared that they had had a verbal contact with someone from the Czech Republic and 5 out of 18 with someone from Poland. The reasons for these talks were: shopping, eating out, parking a car, asking for directions for the way, football. The most verbal contact was by pupils from Poland. Czech pupils declared very low contact with Poles. Due to the fact that we could realize workshops at school Zittau 2, the German sample of pupils was just a half (44 pupils). Most of the pupils were communicating in English.

Outcomes to this question have shown that pupils have a personal contact, but it is mainly just the case of using services.

Sub-hypothesis H4 – sH5 is **confirmed**.

H4 – sH6 Polish pupils have more personal verbal contact with peer neighbours from the Euroregion Nisa than for Czech and German pupils.

Process of the final discussion was recorded to the observation sheets. The sixth question *Qf 6.* was *"Did you ever talk to your peer from Poland / Germany / Czech Republic? What did you talk about?"*

9 out of 37 Polish pupils had ever had a verbal contact with peers from the Czech Republic and 15 out of 42 Polish pupils declared they had had a verbal contact with peers from Germany. 2 Czech pupils out of 38 declared they had had a verbal contact with peers from Poland and 8 out of 36 with peers from Germany. 5 out of 23 German pupils declared they had ever had a verbal contact with peers from the Czech Republic and 4 out of 18 with peers from Poland. The reasons for these talks (some of these already appeared in answers to the preceding question) were: music, dancing lessons, football, taking care of nature, shops, "aquapark" and our towns. Most of the verbal contact was declared by pupils from Poland. Czech pupils again declared very low contact with Poles. As mentioned above, due to the fact that we could not hold workshops at school Zittau 2, the German sample of pupils was just a

half (44 pupils). Most of the pupils also declared that they were communicating with their peers in English.

Czech pupils declared that they spoke with their German peers at a school trip. Germans spoke to their Polish and Czech peers at a summer camp. Poles spoke to their German peers at a cultural event and music meeting and to Czech peers during common dancing classes. Polish pupils declared that they have the most verbal contact with their peers from the Euroregion Nisa.

Even though Polish pupils have the most verbal contact with their peer neighbours, it is still a very low number. Supporting this fact is that to question Qb1. *"What are the sources of information about your Euroregion Nisa neighbours for you?"* Czech pupils declare personal experience to be the last source of information, followed by school. The main source of information is television and the internet. The same situation appeared in the answers of German pupils. Polish pupils did put personal experience to the penultimate place, Internet on the first, TV second and school third.

Sub-hypothesis H4 – sH6 is **confirmed**.

Hypothesis H4 consists of 6 sub-hypotheses, where 4 were confirmed and 2 were disproved. Therefore the *"H4. Polish Pupils have higher personal experience with neighbours from Euroregion Nisa than German and Czech pupils."* is **confirmed**.

3.5.6 Verifications of hypothesis 5

The fifth tested hypothesis is:

H5. Polish pupils have more positive attitudes towards Czechs than towards Germans.

H5 was formulated on the basis of the pre-study (chapter 3.3), where Polish pupils showed more positive attitudes to Czechs than Germans.

Therefore we formulated sub-hypotheses sH1 to sH3 that are further tested.

H5 – sH1 Polish pupils have more positive attitudes towards Czechs than towards Germans.

Pupils were answering the question *"What do you think of your neighbours?"*. They were asked to write at least 3 adjectives for each neighbour. Outcomes are presented on the following charts:
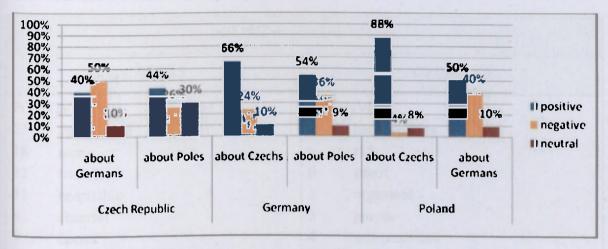

Figure 21. Attitudes towards neighbours from Euroregion Nisa
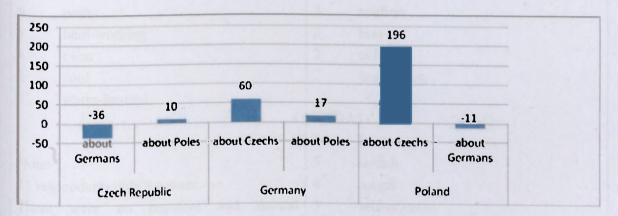

Figure 22. Intensity of described attitudes towards neighbours from Euroregion Nisa

Figure 21 shows the number of positive and negative adjectives used by pupils to describe their neighbours. Figure 22 shows the intensity of adjectives they used. Each adjective was given a value: -2 very negative, -1 negative, 0 neutral, 1 positive, 2 very positive.

88% of respondents from Poland have positive attitudes towards their neighbours from the Czech Republic, only 4% have negative attitudes and 8% are neutral. The number of respondents declaring a positive attitude towards Germans is 50%, 40% are negative and 10% neutral.

Pupils' answers also show that, even though in both cases number of positive attitudes is higher than number of negative,, positive attitudes towards Czechs are stronger than towards

Germans, attitudes towards Germans are slightly positive or if negative then usually strongly negative.

The adjectives most often used by respondents were:

POLISH respondents think of	
CZECHS	**GERMANS**
POSITIVE	POSITIVE
23 funny	6 hard-working
18 nice	6 rich
12 friendly	6 smart
11 hospitable	5 organised
9 cheerful	5 precise
9 open	4 self-confident
9 sympathetic	3 good mannered
8 helpful	3 rule-based
6 polite	3 soldiery
5 hard-working	2 brave
4 calm	2 cultural
3 cool	2 easy-going
3 warm-hearted	NEGATIVE
	6 loud
Note:	5 selfish
11 respondents didn't answer.	4 rough
There were no negative and neutral adjectives mentioned more than 1 time.	3 self-oriented
	2 arrogant
	2 cheeky
	2 money savers/skimpy
	2 pedantic
	2 reserved
	2 stiff
	2 stupid
	NEUTRAL
	7 phlegmatic/serious
	Note:
	7 respondents didn't answer.

Table 11. Adjectives most used by Polish respondents

Outcomes of the diagnosis workshop

The outcomes of the diagnosis workshop consist of 17 posters (see appendix nr. 4.), done by Polish pupils. 9 referred to the German character and 8 to the Czech character.

Posters referring to German

42 Polish pupils produced 9 posters.

General description of posters

All 9 posters are of a negative nature. We can divide them into 3 types that we have labeled as *WW2 perception, Bavaria stereotype* and *a Bad youngster.*

Type *WW2 perception* characters were having symbols representing Adolf Hitler as black hair and a moustache. This appeared on 4 posters. On one poster a swastika symbol can be seen and on another one a German flag is crossed out. Descriptions are highly negative and connected with Germans being "above" others. Moreover 2 times it is mentioned that Germans come to visit Jelenia Gora to see what the Poles took away from them!

Type *Bavaria stereotype* characters are having a beer mug, hat and trousers made of leather and symbols of BMW and Mercedes cars. This appeared on 3 posters. Descriptors are again negative oriented around Germans being rich, selfish, thinking of dominancy of the World and not trustworthy.

Type *Bad youngster* characters have symbols of socially unacceptable attributes such as drugs and gay symbols. Descriptors are negative and Germans are seen as spoilt, having lots of money and being egotistical.

Adjectives used

On all 9 posters there appeared **just 3 slightly positive adjectives,** but all of them might be considered as stereotypes. These are: well-organised, self-esteem, punctual. The most frequent negative phrases were: egoist wants power, feels himself more important than others, strict, arrogant, and not-trustworthy.

In terms of intensity of the descriptors when each adjective/descriptor was given a value: -2 very negative, -1 negative, 0 neutral, 1 positive, 2 very positive, the outcome is **- 22 points.**

What first came into your head?

The process of the final discussion was recorded on the observation sheet. The first question *Qf 1.* was "What first came into your head when you were asked to draw a German peer living behind the border?"

The mentioned words were: arrogant, more important, rich, selfish, impolite, Germans visiting Jelenia Gora.

Figure 23. Example of poster with German character

Posters referring to Czech character

37 Polish pupils produced 8 posters.

General description of posters

7 posters are of a positive nature and one is of a neutral nature. Positive posters are having symbols of Czech cartoons as the *little mole* or *Rumcajs*. 3 times the Czech flag is drawn. They are seen as smiling good Slavonic neighbours taking care of the natural environment, being good at sports and being well developed. The neutral poster has a person that is unshaved and poor looking with cartoon characters and a Škoda car around him.

Adjectives used

On all 8 posters there were no negative connotations. The most frequent positive phrases were: nice, hard-working, open, funny, spontaneous, straight–forward, altruistic, sporty, good actor, enjoying life, ambitious, friendly, hospitable, polite, easy-going, and honest.

In terms of intensity of the descriptors when each adjective/descriptor was given a value: -2 very negative, -1 negative, 0 neutral, 1 positive, 2 very positive, the outcome is -+**32 points.**

What first came into your head?

The mentioned words were: Little mole, sporty, funny, open, friendly, easy-going, Peter Cech, funny language.

When comparing outcomes of the questionnaire and posters we see that on the posters the negative symbols and connotations towards Germans were even stronger than in the questionnaire. Attitudes towards Czechs, as in the questionnaire, are highly positive.

Sub-hypothesis H5 – sH1 is **confirmed**.

H5 – sH2 Polish pupils think that Czechs have a more positive attitude towards Poles than Germans.

Pupils were answering the question *"What do you think that your neighbours from Euroregion Nisa think of Poles?"* They were asked to write at least 3 adjectives for each neighbour. Outcomes are presented on the following charts:
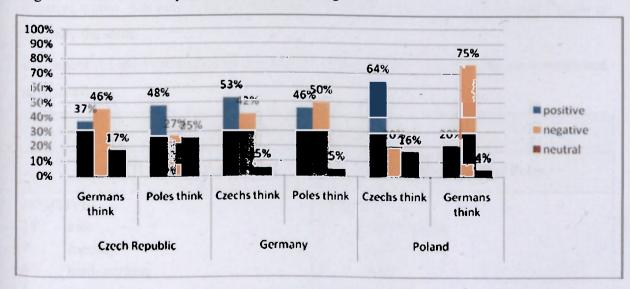
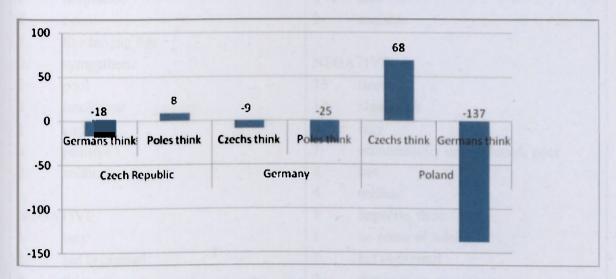**Figure 24. The way in which neighbours from Euroregion Nisa think that others see them**

Figure 25. Intensity of attitudes from of *Figure 24.* *The way in which neighbours from Euroregion Nisa think that others see them*

Figure 24 shows number of positive and negative adjectives used by pupils to describe their neighbours. Figure 25 shows strength of adjectives they used. Each adjective was given a value: -2 - very negative, -1 - negative, 0 – neutral, 1 – positive, 2 very positive.

Polish respondents declare that in their opinion 64% of Czechs have positive attitude towards Poles and 20% only have negative attitude. Furthermore they declare that only 20% of Germans have positive attitude towards Poles and 75% have negative attitude.

Pupils' answers also show a significant disproportion between the way Czechs and Germans are expected to see Poles. Polish respondents describing German attitudes were using strongly negative words. Answers from German pupils show that their view of Poles and Czechs is basically the same.

The adjectives most often used by respondents were the following: (just the most mentioned adjectives):

POLISH respondents think that	
CZECH think of Poles	**GERMAN think of Poles**
POSITIVE	POSITIVE
15 nice	11 hard-working
9 friendly	2 good
6 hard-working	2 brave
5 entertaining	2 modest

5	hospitable	2	nice
4	open	2	sociable
3	like having fun		
3	sympathetic		**NEGATIVE**
2	cool	23	thieves
2	intelligent	12	alcoholics
2	partners	8	lazy
2	positive	7	economically undeveloped, poor
2	soldiery	4	bad
		4	selfish
	NEGATIVE	3	impolite, rude
3	lazy	3	no sense of humor
2	not organised	3	not organised
2	thieves	2	dirty
		2	dishonest
	NEUTRAL	2	cheap work force
10	I don't know	2	idiots
		2	not serious, not concrete
	Note:	2	simple
	22 respondents didn't answer.	2	they think poles are worst
		2	weak
			NEUTRAL
		4	I don't know
			Note:
			11 respondents didn't answer.

Table 12. Adjectives most used by Polish respondents

Answers of Polish pupils can be summarized as following:

Czechs think of Poles as being nice, friendly, hard-working, entertaining, hospitable, open, and sympathetic and people that like having fun, but also being lazy. In the end they don't really know them.

Germans think of Poles as being hard-working, but mainly being thieves, alcoholics, lazy, economically undeveloped, bad, selfish, impolite, and not organised and having no sense of humour.

For question *"What do you think that your neighbours from Euroregion Nisa think of Poles/Germans/Czechs?"* is remarkable that usually around 20 pupils in every country didn't

answer on this question. The only exception is the case of Polish pupils giving answers on what do Germans think of them. Just 11 pupils didn't answer. This shows that Polish pupils' relation to Germans have high level of emotions.

Sub-hypothesis H5 – sH2 is **confirmed**.

H5 – sH3 Polish pupils would like to live in one flat rather with Czech peers than with German peers.

Pupils were answering the question *"Whom would you like to live with in one flat when you could choose?"*. Outcomes are presented on the following chart:
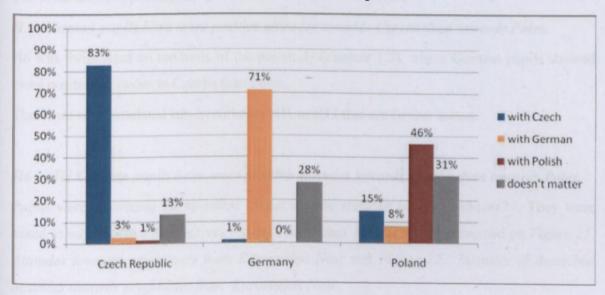
Figure 26. Preferences for flat mates

15% of Polish respondents declared that they would like to share one flat with Czech, while 8% chose the option to have a German flat mate.

Other pupils' answers showed that for 31% of Polish respondents nationality is not important. Compared to answers from Germany and the Czech Republic less than half of Polish respondents want to share a flat with a person of the same nationality. In Germany this percentage is much higher: 71% and it is highest in Czech Republic: 83%.

Pupils' answers also show that the main factor which had an influence on their decision was language, 15 pupils point out that this is the main factor for choosing Polish flat mates. The second factor brought out by 4 pupils was that Poles are "co–patriots". The main factors for

choosing Czechs as possible flat mates was the funny language and humor – 5 pupils point out this connotation.

Sub-hypothesis H5 – sH2 is **confirmed**.

Hypothesis H5 consists of 3 sub-hypotheses, where all 3 were proved. Therefore the *"H5 Polish pupils have more positive attitudes towards Czechs than towards Germans"* is **confirmed.**

3.5.7   Verifications of hypothesis 6

The sixth tested hypothesis is:

H.6. German pupils have more positive attitudes towards Czechs than towards Poles.

H6 was formulated on the basis of the pre-study (chapter 3.3), where German pupils showed more positive attitudes to Czechs than Poles.

Therefore we formulated sub-hypotheses sH1 to sH3 that are further tested.

H6 – sH1 German pupils have more positive attitudes towards Czechs than towards Poles.

Pupils were answering the question *"What do you think of your neighbours?"*. They were asked to write at least 3 adjectives for each neighbour. Outcomes are presented on *Figure 21. Attitudes towards neighbours from Euroregion Nisa* and *Figure 22. Intensity of described attitudes towards neighbours from Euroregion Nisa.*

66% of respondents declare positive attitude towards Czechs and 54% declare positive attitude towards Poles. Negative attitude towards Czechs are declared by 24% of respondents, and towards Poles by 36% respondents.

Furthermore analysis of intensity of the adjectives used shows that in both cases (towards Poles and Czechs) attitude is positive but adjectives used to describe attitudes Czechs are more positive than those used to describe attitudes towards Poles.

Adjectives most often used by respondents were the following:

GERMAN respondents think of	
CZECHS	**POLISH**
POSITIVE	POSITIVE
22 nice	26 nice
13 friendly	19 friendly
6 helpful	7 helpful
3 funny	3 funny
3 open	3 open
2 hospitable	2 hospitable
2 interesting	2 interesting
	2 sporty
NEGATIVE	
9 thieves	NEGATIVE
5 poor	6 thieves
4 scrap-iron takers	5 poor
2 cheap	2 cheap
2 intrusive	2 unfriendly
2 unfriendly	2 untidy
Note:	Note:
8 respondents didn't answer.	14 respondents didn't answer.

Table 13. Adjectives most used by German respondents

Outcomes of the diagnosis workshop

The outcomes of the diagnosis workshop consist of 9 posters done by German pupils. 5 referred to the Polish character and 4 to the Czech character. The German sample of pupils was just a half (44 pupils) of all German pupils (75 pupils) that filled in the questionnaire. It was not possible to run the workshop at the school Zittau 2 due to the regulations of the school itself.

Posters referring to Poles

23 German pupils produced 5 posters.

General description of posters

All 5 posters were of a positive nature. All of the characters drawn by pupils were smiling, 2 of them were smiling and showing their tongue. They show 2 kinds of characters: *Youngster* and *Calm humanistic character.*

Youngster has fancy sunglasses, listening to alternative music, goes for concerts but at the same time is *the same as any other human being* – as students underline. This image appeared on 2 posters.

Calm humanistic character is friendly and helpful, thinks about the future, friends and family. Importance of money appears on one poster only, all other attributes are positive and they bring a message of the happy life of the character drawn on the poster.

Adjectives used

All of the adjectives used by pupils describe their Polish peers as being of positive nature, though most of them are close to neutral and they directly reflect humanistic values. They are universal and do not show any clear attitude. Those are: nice, happy, friendly, polite, helpful.

In total, on all 9 posters tere appeared just 3 slightly positive adjectives, but all of them might be considered as stereotypes. No negative adjectives were used.

In terms of intensity of the descriptors when each adjective/descriptor was given a value: -2 very negative, -1 negative, 0 neutral, 1 positive, 2 very positive, the outcome is + **6 points.**

What first came into your head?

The process of the final discussion was recorded on the observation sheet. The first question *Qf 1.* was "What first came into your head when you were asked to draw a German peer living behind the border?" The mentioned words were: family and friends, friendly, nice.

The answer to other questions asked during the discussion is important to mention as well. The question *Qf 3* was "Was it difficult to work on those posters, to prepare them"? Pupils underlined the difficulty of exercise; they said that it was very difficult for them to write anything about Poles because they do not know them.

Posters referring to Czechs

18 German pupils produced 4 posters.

General description of posters

194

4 posters are of positive nature. All characters are smiling and enjoying life. They care about environment, think about family and work. They are focused on the future, though one of the characters is also focused on the past. The main message behind the posters is that they show happy people.

Adjectives used

On all 4 posters there appeared no negative connotations. The most frequent positive phrases were: nice, friendly. No negative adjectives were used. There were also quite a high number of neutral words used.

In terms of intensity of the descriptors when each adjective/descriptor was given a value: -2 very negative, -1 negative, 0 neutral, 1 positive, 2 very positive, the outcome is - **+7 points.**

What first came in to your head?

The first answer given by pupils was that they cannot say because they do not really know Czechs. There were some mentions of good restaurants though!.

Posters drawn by German pupils were very neutral. In both cases it showed that attitudes reflected the adjectives used, descriptions and drawings were slightly positive. But in general the difference between attitude towards Poles and towards Czechs is very little. In both cases pupils underlined that they have difficulties to describe their Polish and Czech peers because they do not know them that well.

When comparing outcomes of the questionnaire and posters we see that attitudes of German pupils towards Czechs are slightly less positive than declared in questionnaires, though it still stays positive. Attitude towards Poles is slightly positive as well which gives nearly the same result as in questionnaires.

All posters of German pupils have shown slightly positive and neutral attitudes, without any deeper judgments or knowledge. As the number of posters was half in comparison to posters produced by Polish and Czech pupils we also have to be aware of the problematic validity of these results.

Sub-hypothesis H6 – sH1 is **confirmed.**

H6 – sH2 German pupils think that Czechs think more positive about Germans than Poles.

Pupils were answering the question *"What do you think that your neighbours from Euroregion Nisa think of Germans?"*They were asked to write at least 3 adjectives for each neighbour. Outcomes are presented on *Figure 24. The way in which neighbours from Euroregion Nisa think that others see them* and *Figure 25. Intensity of attitudes from of Figure 24. The way in which neighbours from Euroregion Nisa think that others see them.*

German respondents declared that in their opinion 53% of Czechs have a positive attitude towards Germans and 46% of Poles share the same position. Additionally Germans expect 42% of Czechs and 50% of Poles to have negative attitudes, and only 5% from each of those countries to stay neutral.

Analysis of the intensity of adjectives used by pupils showed that negative words were generally stronger than positive both for Poland and Czech Republic. Poles declared more negative attitudes to Germans than to Czechs.

The adjectives most often used by respondents were the following:

GERMAN respondents think that	
CZECH think of Germans	**POLES think of Germans**
POSITIVE	POSITIVE
17 rich	15 nice
13 nice	11 rich
5 friendly	8 friendly
3 sporty	2 clever
2 educated	2 cool
2 helpful	2 educated
2 smart	
2 the best, ambitious citizens	NEGATIVE
	4 arrogant
NEGATIVE	2 dumb, spoiled
12 arrogant	2 egoistic
4 annoying	2 having better life
3 stingy	2 liars, ambitious citizens
3 unfriendly	2 stingy
3 vain	2 stuck-up
2 egoistic	2 unfriendly
2 narrow-minded	2 unhelpful
2 something better	2 vain

2	stuck-up, possessive	
Note: 17 respondents didn't answer.		Note: 20 respondents didn't answer.

Table 14. Adjectives most used by German respondents

Answers of German pupils can be summarized as follows:

Czechs think of Germans as being rich, nice, friendly and sporty, but also being arrogant, annoying, stingy, unfriendly and vain.

Poles think of Germans as nice, rich and friendly, but also being arrogant, spoiled and egoistic.

Sub-hypothesis H6 – sH2 is **confirmed**.

H6 – sH3 German pupils would like to live in one flat with Czech peers rather than with Polish peers.

Pupils were answering the question *"Whom would you like to live with in one flat when you could choose?"*.

Outcomes are presented on *Figure 26. Preferences for flat mates.*

1% of German respondents declared that they would like to share the flat with Czech, none of them declare a willingness to share the flat with a Pole. A relatively high percentage of respondents from Germany 71% want to share flats with Germans only.

Other pupils' answers show that the main factor which had an influence on their decision was: language, it was mentioned by 44 pupils. 11 pupils declare that nationality in this case does not matter and that it is more important that they "get along with each other".

As one percent in the researched sample is represented by 1 pupil we have to consider this difference as statistically insignificant.

Sub-hypothesis H6 – sH3 is **disproved**

Hypothesis H6 consists of 3 sub-hypotheses, where 2 were confirmed and one was disproved. Therefore the H.6. *"German pupils have more positive attitudes towards Czechs then Poles."* is **confirmed.**

3.5.8   Verifications of hypothesis 7

The seventh tested hypothesis is:

H.7 Czech pupils have more positive attitudes towards Germans than Poles.

H7 was formulated on the basis of the pre-study (chapter 3.3) where Czech pupils showed the more positive attitudes to Germans than Poles.

Therefore we formulated sub-hypotheses sH1 to sH3 that are further tested.

H7 – sH1 Czech pupils have more positive attitudes towards Germans than towards Poles.

Pupils were answering the question *"What do you think of your neighbours?"*. Outcomes are presented on *Figure 21. Attitudes towards neighbours from* and *Figure 22. Intensity of described attitudes towards neighbours from Euroregion Nisa.*

40% of respondents from the Czech Republic declared a positive attitude towards Germans, and 44% declared a positive attitude towards Poles. Furthermore, 50% of Czech respondents declared a negative attitude towards Germans and only 26% the same towards Poles. Respondents from the Czech Republic also gave the highest number of neutral answers: 40% (10 % towards Germans, 30% towards Poles).

The following adjectives most often used by respondents were:

CZECH respondents think of	
POLES	**GERMANS**
POSITIVE	POSITIVE
8 friendly	5 tidy, really hygienic minded
3 nice	4 easy going
2 easy-going	4 friendly
2 game/helpful	2 good-hearted
2 interesting	2 helpful
2 welcoming	2 sporty guys

NEGATIVE		NEGATIVE	
2	conservative, religious	6	bigheaded
2	illiterate	5	loud
2	mean	3	ugly
2	thieves	3	a bit arrogant
		3	fat, drink beer a lot
NEUTRAL		2	stubborn
7	I don't know them		
7	strange	**NEUTRAL**	
		5	strange
Note:		2	don't know
20 respondents didn't answer.			

Note:

18 respondents didn't answer.

There were strong individual answers and 2 remarks about World War two.

Table 15. Adjectives most used by Czech respondents

Outcomes of the diagnosis workshop

The outcomes of the diagnosis workshop consist of 16 posters done by Czech pupils. 8 referred to the German character and 8 to the Czech character.

Posters referring to Poles

38 Czech pupils produced 8 posters.

General description of posters

All 8 posters are of a positive nature. We can divide them into few types that we have labeled as *Good friend, Modern and fancy, Farmer* and *Clown*.

Good Friend is very positive; characters pictured on the poster are smiling. They are open for friendships; they care about nature and the environment and about peace in the world. They have their usual worries and troubles, but they also have friends, family, they are talkative, sociable and hardworking. Sport appears on 2 out of 3 posters with this type of character.

Modern and fancy style is more consumerist. 2 girls drawn on the posters are focused on shopping: one is holding presents in her hands, another one is thinking about shopping in *Zara*. One boy is in a hip-hop style wearing clothes from the best brands. Despite this

consumerist focus, all three characters have a positive outlook; They are smiling, care about nature, friends and family. One of the posters underlines the importance of religion. The boy with brand name clothes is *like any other person, he just lives in a different country but he doesn't differ by anything other else than speaking Polish.*

Farmer is very superficial. He is surrounded by animals; he is thinking about animals, he is playing with animals.

Clown style appeared on the poster as a vampire. The character is definitely more funny than scary. He is charismatic and peace–loving, he cares about his country, and he separates litter.

Adjectives used

On all 8 posters there are mainly positive adjectives. These are: nice, friendly, smart, pretty, sociable, talkative, helpful and charismatic. There were also a few negative adjectives used: overbearing, without common sense.

In terms of intensity of the descriptors when each adjective/descriptor was given a value: -2 very negative, -1 negative, 0 neutral, 1 positive, 2 very positive, the outcome is **+11 points.**

What first came into your head?

The process of the final discussion was recorded on the observation sheet. The first question *Qf 1.* was "What first came into your head when you were asked to draw a German peer living behind the border?"

The mentioned words were: farmers, family and friends.
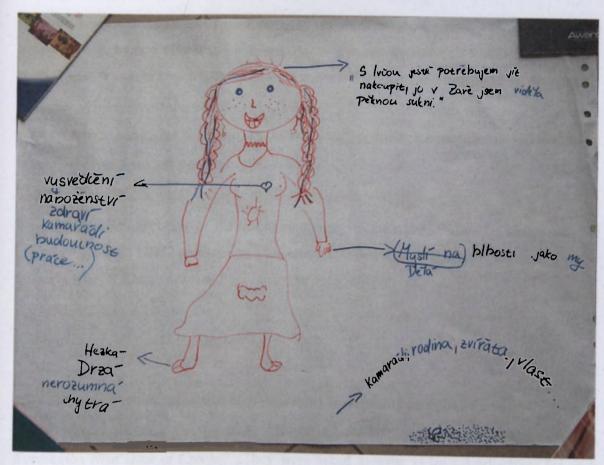
Figure 27. Example of poster with Polish character

Posters referring to Germans

36 Czech pupils produced 8 posters.

General description of posters

Out of 8 posters created by pupils 3 are of negative outlook, 1 is positive and 4 are neutral. The positive poster underline all the attributes of teenagers: going out with friends, nice outlook, make up, fashion, internet, mp3, cell phone, culture, smoking and alcohol. The negative ones are of an underlying selfish nature of the character they present. These are happy boys, good looking but also making themselves very visible, being lazy, bigheaded, slanderous and focused on money not people. The neutral characters are a mixture of positive and negative attributes. They seem friendly, but they are bigheaded and selfish, they care about friends and family but care mainly about their own interests.

Adjectives used

Negative connotations appeared on 7 posters. The most frequent negative phrases were: big headed, bossy, moody, slanderous and bad. Positive words appeared on 5 posters (partly on 4 neutral posters and on 1 positive), those were mainly: friendly, good looking, well dressed.

In terms of intensity of the descriptors when each adjective/descriptor was given a value: -2 very negative, -1 negative, 0 neutral, 1 positive, 2 very positive, the outcome is **-10 points.**

What first came into your head?

The mentioned words were: money, big headed, selfish, well-dressed.

When comparing outcomes of the questionnaire and posters we see that on the posters the negative symbols and connotations towards Germans reflected the answers in the questionnaire. Attitudes towards Poles as in the questionnaire are positive.

Sub-hypothesis H7 – sH1 is **disproved**.

H7 – sH2 Czech pupils think that Germans think more positively about Czechs than Poles.

Pupils were answering the question *"What do you think that your neighbours from Euroregion Nisa think of Czechs?* „They were asked to write at least 3 adjectives for each neighbour. Outcomes are presented on Figure 24. The way in which neighbours from Euroregion Nisa think that others see them and Figure 25. Intensity of attitudes from of Figure 24. The way in which neighbours from Euroregion Nisa think that others see them

Czech respondents declared that in their opinion 37% of German respondents and 48% of Polish respondents think positively about Czechs. They expect 46% of German respondents and 27% of Polish respondents to have negative attitudes.

Analysis of the strength of the adjectives used showed that attitudes of Germans towards Czechs are expected to be negative while attitudes of Poles slightly positive.

The adjectives most often used by respondents were the following:

CZECHS respondents think that	
POLISH think of Czechs	**GERMAN think of Czechs**
POSITIVE 8 friendly 4 pretty	POSITIVE 6 friendly 3 good beer

3	have pretty girls		3	beautiful
2	skilful		2	that we have pretty girls
2	best of, super		2	smart
2	funny		2	good
2	good beer			
2	good neighbours		**NEGATIVE**	
2	kind, nice		6	undeveloped country
			5	untidy
NEGATIVE			3	steel
5	idiots, stupid		2	idiots
3	untidy		2	poor
			2	stupid
NEUTRAL				
5	strange		Note:	
5	don't know		26 respondents didn't answer.	
2	normal			
Note:				
22 respondents didn't answer.				

Table 16. Adjectives most used by Czech respondents

Answers of Czech pupils can be summarized as follows:

Poles think of Czechs as being friendly, pretty, but also being stupid and untidy. Also that Czechs are strange as they don't know them.

Germans think of Czechs as friendly, beautiful and having a good beer, but also being untidy and stealing, and living in an undeveloped country.

Sub-hypothesis H7 – sH2 is **disproved**.

H7 – sH3 Czech pupils would like to live in one flat with German peers rather than with Polish peers.

Pupils were answering the question *"Whom would you like to live with in one flat when you could choose?".*

Outcomes are presented on *Figure 26. Preferences for flat mates.*

3% of Czech respondents declared that they would like to share a flat with a German and 1% only with a Pole. Definitely the highest numbers of respondents from the Czech Republic chose as an option a person of the same nationality: 83%, which is much more than in Germany: 71% and Poland: 46%.

Apart from this, pupils' answers also show that the main factor which had an influence on their decision was the same as in Poland and Germany – language. It was mentioned by 34 pupils.

As two percent in the researched sample is represented by 2 pupils we have to consider this difference as statistically insignificant.

Sub-hypothesis H7 – sH3 is **disproved.**

Hypothesis H7 consists of 3 sub-hypotheses, where all 3 were disproved. Therefore the *"H.7 Czech pupils have more positive attitudes towards Germans than Poles."* is **disproved.**

4. Conclusions of the verification of hypotheses

Conclusions of the verification of hypotheses

There were 7 formulated hypotheses. **3 of these were disproved and 4 confirmed**.

In the wider context of ED we analyzed and researched the sense of belonging to Europe and understanding of Europe.

Hypothesis **H1** *"German pupils have stronger personal sense of belonging to Europe than Czech and Polish pupils"* was **disproved**. German pupils have shown a lower feeling of responsibility for the future of Europe, lower feelings of having influence on building a common Europe and lower consideration of the importance of Europe than expected, whereas attachment to Europe is higher than attachment to Europe of the Czech and Polish pupils. Results also showed that, although Europe has for Czech pupils' a high importance, they have the lowest responsibility and feeling of influence over Europe of all 3 researched samples of pupils.

About 50% of pupils from all countries feel that they have no possibilities to influence the building of a common Europe. Attachment to Europe is lower than attachment to a country, town and region and at present is at 4th place out of 6. On the other hand, pupils expect to feel Europe is more important for them in the future. When thinking 10 years ahead, Europe is placed in the 2nd, just behind country. Euroregion Nisa has a minor importance and in all three countries took the last place, which means that pupils feel more attached to the world and we can hardly speak about any sense of belonging to the Euroregion Nisa.

Hypothesis **H2** *"German pupils understanding of Europe is more through EU perspective than Czech and Polish pupils"* was **confirmed**. German pupils have associated Europe more with the EU. Europe is, according to German pupils, connected more with EU, common European market, Euro currency and symbols of the EU than according to Czech and Polish pupils. Results also show that most of the pupils understand Europe simply as a continent. In terms of learning about Europe at school, 100% of Czech pupils declare Geography as the main source of learning and more than 75% of pupils in Poland and Germany declare the same.

Within the reduced context of the ED, the Euroregion Nisa, knowledge about neighbours, personal experience within the Euroregion and attitudes towards neighbours were analysed and researched.

Hypothesis **H3** *"German pupils feel to have more knowledge about neighbours than Czech and Polish pupils"* was **disproved**. German pupils showed to feel to have the lowest knowledge about their neighbours and on the scale from 1 to 4 declared to have knowledge at about 1, 7 points. The level of knowledge about neighbours is in all three countries low and pupils declare to know "not very much". The highest knowledge is generally about geography and pupils also declare that in geography classes they learn about neighbouring states the most. What is also remarkable is the very low knowledge of Czech pupils about Poles. The source of information about neighbours is internet and television, whereas school lessons are in the penultimate place and personal experience in last place.

Hypothesis **H4** *"Polish Pupils have higher personal experience with neighbours from Euroregion Nisa than German and Czech pupils"* was **confirmed**. Polish pupils declared to have more personal verbal contact with people and peers from neighbouring states. Polish pupils have more contact with Germans than with Czechs. Answers also show that the lowest contact is between Czechs and Polish pupils, which corresponds to answers for H3 where Czech pupils declared very low knowledge about Poles. German pupils travel the most within the Euroregion, but the reasons are for using petrol stations, shops or restaurants, which does not initiate deeper verbal contacts. Czech pupils, although being the most active travelers within Europe, declared the lowest mobility within the Euroregion Nisa with a remarkable 30% having never been traveling within the Euroregion across the border. At least 2 thirds of all pupils in all three states also never visited a cultural or educational event across the border within the Euroregion. Czech pupils also declared the lowest responsibility for the future of their region and more than one third of Czech pupils declared not to be interested in participating in building up the region, whereas Polish pupils feel the opposite. The number of importance is also that 57% of Czech and German pupils feel they do not have possibilities for participating in building up the region, which is higher than in the case of Europe.

Hypothesis **H5** *"Polish pupils have more positive attitudes towards Czechs than towards Germans"* was **confirmed**. Polish pupils showed in the questionnaire as well as during the diagnosis workshop, that they were very sympathetic towards Czechs when 88% of descriptors given to Czechs were positive and 7 out of 8 posters were of a positive character,

whereas 9 out 9 posters about Germans were negative. The disproportionate perceptions of Polish pupils towards Czech and Germans can be seen in their answers, summarised as follows:

Polish pupils **see Czechs** as funny, nice, friendly, hospitable, cheerful, open, sympathetic, helpful, polite and hard-working. They don't think negatively of them and see them as good neighbours and like their cartoons.

Polish pupils **see Germans** as hard-working, rich, smart, organised, precise and self-confident, but also loud, selfish, rough and self-oriented and being also phlegmatic and serious. They see Germans through the perception of the second WW and/or through a stereotype of a rich Bavarian and/or spoiled bad youngsters.

Hypothesis **H6** *"German pupils have more positive attitudes towards Czechs than towards Poles."* was **confirmed**. Attitudes of German pupils towards their neighbours are more positive towards Czechs than Polish. However this difference is not as wide as attitudes of Polish towards Czechs and Germans. The difference between the attitudes of German pupils towards Czechs and Poles is 12% when comparing positive descriptors as well as negative descriptors. Answers of German pupils can be summarised as follows:

Germans pupils see Czechs as nice, friendly, helpful, funny and open, but also thieves,, poor and scrap-iron takes.

German pupils see Poles as nice, friendly, helpful, funny and open, but also thieves and poor.

As seen above, descriptors given were often the same for both nationalities. During the workshop key phrase was often repeated *"I don't really know them."*.

Hypothesis **H7** *"Czech pupils have more positive attitudes towards Germans than towards Poles."* was **disproved**. The results of the questionnaire as well as the results of the diagnosis workshops showed more negative attitude of Czech pupils towards Germans and slightly positive or neutral attitudes towards Poles. The answers of the Czech pupils can be summarised as follows:

Czech pupils see Poles as friendly and nice, but also conservative, illiterate, mean and thieves. In the end they don't know them and find Poles strange.

Czech pupils see Germans as tidy, easy going, friendly, but also bigheaded, loud, ugly, fat and beer drinkers.

In terms of attitudes of pupils **H5, H6, H7** is important to **compare how pupils see their neighbours and what pupils think that neighbours think of them.**

Czech pupils declared that Germans would be 37% positive towards them, whereas German pupils declared they are 66% positive towards Czechs. Czech pupils think that Poles would be 48% positive, whereas Polish pupils were 88% positive and on the intensity of the descriptors + 196 points! However Czech pupils think that Poles see them on this scale at just + 8. This shows that Czech pupils think that Poles see them slightly positive and Germans quite negative. But Polish pupils see Czechs very highly positively and Germans see Czechs slightly positively.

A high disproportion is seen between Poles and Germans as well. Polish pupils think that Germans see them 75% negatively and on the intensity of descriptors it is -137, whereas German pupils declared just 36% negative connotations and on the intensity of descriptors +17. This shows that Polish pupils think that Germans see them in a highly negative way, but German pupils declared their views towards Poles were rather neutral or slightly positive.

Recommendations on implementation of the ED in the curricula of schools in the Euroregion Nisa

On the basis of these conclusions and analyses of the 3 education systems recommendations were designed on the approaches in the curricula of schools in the Euroregion Nisa:

For the wider context of Europe:

- Empowering pupils to be able to influence the future of Europe by introducing them to the opportunities for youth provided by the Eurodesk network.

- Raise the feeling of responsibility for Europe by taking part in the widespread European competition Spring Day for Europe.

- Widen the understanding of Europe from geophysical space into Europe as an idea - a community characterised by diverse cultures, languages and life styles.

- Ensure that pupils will not see Europe just as the EU, but see the EU as a platform that is a part of Europe.

For the reduced context of Euroregion Nisa:

- Teach through investigative projects, where pupils can learn about the meaning of the Euroregion, projects realised in the Euroregion and knowledge that can be used in everyday life.

- Raise the sense of belonging to the Euroregion Nisa by introducing the history of the region as one and through this approach refer to common traditions, cultural habits, and common natural environment.

- Set a body (e.g. European club, Club of initiatives of pupils etc.) that would be an experimental space for pupils to develop initiatives (cooperative projects with partners cross the border, cultural/educational events) that would lead to processes of exploration and discovery of neighbours within the Euroregion Nisa.

- Set long-lasting cooperation with schools from the Euroregion Nisa and cooperate regularly in projects that are focused on discovery of the Euroregion and the people living there (especially among Czech and Polish schools).

- Support cooperation with non-governmental organisations active in the field of education, youth and community development in the Euroregion Nisa.

- Support language teaching of Czech, German and Polish that would be aimed at development of key competences enabling pupils to communicate in everyday life situations and acquire a complex picture of geography, culture, literature, music, sport and life style within the Euroregion Nisa.

- Focus on teaching about Germany in the Czech Republic and Poland from the perspective of today's world and the importance of Germany (Saxony) as a neighbour for dialogue.

- Support curiosity about the Euroregion and neighbours across the border e.g by the use of the table game about the Euroregion Nisa published by the Pontes-Pontes network.

Schools, teachers and pupils should consider these **advantages and challenges** when addressing and implementing the ED into the curriculum and life of the school.

Advantages

- The power of short distance – Short geographical distance provides the possibility of long lasting cooperation due to the low financial expenditures and common attributes of culture and environment.

- Possibility to receive extra funding from the DPJW, Czech-German fund of Future, Visegrad fund, Interreg IIIA, Comenius, Youth in Action and other funding.

- A high impact in the life of every pupil who can use his/her gained language, intercultural competences etc. in everyday life due to the nature of the cross-border area.

Challenges

- Languages of neighbours are not necessarily the priority in foreign language teaching.
- The perception of neighbours that comes from growing up in families having direct experience with violent years of totalitarian regimes.
- Lack of curiosity due to the low economic situation in the region.
- Consumerist approach of pupils. Pupils prefer big cities and being entertained instead of participating, and can be focused on easy and attractive instead of being curious about the unknown.

CONCLUSION

The aim of this thesis was to analyse how ED is implemented into the education systems of the Czech Republic, Germany (with the focus on the Free State of Saxony) and Poland and conduct empirical research that would identify, analyse, explore and compare understanding and attachment of/to Europe; and attitudes and knowledge of pupils towards/about their neighbours from the Euroregion Nisa.

In the theoretical part an analysis was carried out of the *rhetorical curriculum* of the implementation of the ED on the European level. The main findings are the description of resolutions and recommendations of the CoE and European Community (later EU) that were addressing the ED in education from 1964 to 2008.

As it as essential to have an overview about schooling in the Czech Republic, Germany in order to conduct the empirical research in the Euroregion Nisa (with the focus on the Free State of Saxony), and Poland, the analyses and description of these 3 education systems was done. Implementation of the ED into these systems was focused on policies and strategic documents that lead to a curricular change. Further, an analysis of the documents addressing ED in the curriculum and approaches that are practised in these countries was done. Alongside this the *formal state curricula* in the 3 research countries was analysed.

In order to analyse the *curricula in use,* the Euroregion Nisa was chosen as a reduced context for Europe. The scientific problem was defined by the following two questions: *How do pupils understand Europe and to what extent do pupils feel attached to Europe? Which attitudes and knowledge pupils have towards/about their neighbours from the Euroregion Nisa?*

During the analysis and also during the empirical research we had to face challenges that were connected with the high complexity of the topic as well as the reality. We are aware of the high possibility of distortion of the analysed and researched data due to the fact that this thesis was done in Czech, German and Polish languages and finally written in English. In order to minimise this thread, the main translated terms were consulted with mother-tongue speakers that are also experienced educators, this also applies to the translation of the results of the

research. Difficulties were also faced during the contact with schools and possibilities to conduct diagnostic workshops.

The main results of the empirical research can be summarised as follows: Pupils from the Euroregion Nisa have a low sense of belonging to Europe and very low to the Euroregion Nisa. Understanding of Europe by German pupils is more through the EU perspective and most of the pupils from the Euroregion Nisa understand Europe just as a geophysical space. Pupils from the Euroregion Nisa have a very low level of knowledge and personal experience about/with neighbours from the Euroregion Nisa. Attitudes of Polish pupils are very positive towards Czechs and negative to Germans. Attitudes of Czech pupils are slightly negative towards Germans and neutral or slightly positive towards Poles. Attitudes of German pupils are slightly positive towards Czechs and slightly negative towards Poles.

Outcomes of the research also show the need for more in depth research of attitudes and knowledge of pupils in the Euroregion Nisa towards/about their neighbours. Hand in hand with this, research should be done on forms of implementation of ED in schools of the Euroregion Nisa that would be focused on the school written curricula and teachers.

We hope that this thesis will be an enriching source of inspiration for more precise diagnosis and needs analysis that can serve to create common education initiatives within the Euroregion Nisa. Results of this thesis will be published on the website www.meetneighbours.eu/research and will be open to organisations and institutions dealing with education in the area of the Euroregion Nisa. We hope that this thesis will serve as a starting point for further researches within the Euroregion Nisa as an example of a unique place concentrating a large potential for learning.

List of Tables

List of Figures

List of abbreviations

AEBR	Association of European Border Regions
BCES	Brno Centre of European Studies
CEEPUS	Central European Exchange Programme for University Studies
CES	Centre of European Studies of the University of Economics, Prague
CESEI	Centre of studies of European identity
CoE	Council of Europe
EC	European Commission
ECTS	European Credit Transfer System
ECVET	European Credit System for Vocational Education and Training
ED	European Dimension
EEC	European Economic Community
EKCYP	European Knowledge Centre on Youth Policy
ERC	European Research Council
EU	European Union
EUN	European Schoolnet
FEP BE	Framework Educational Programme for Basic Education (Czech Republic)
GDR	German Democratic Republic
GDR	Eastern Germany
HRE	Human Rights Education
ICT	Information and Communication Technologies
IMF	International Monetary Fund
ISCED	International Standard Classification of Education

KMK	Standing Conference of Ministers of Education and Cultural Affairs and Science (Kultusministerkonferenz)
LLP	Life Long Learning Programme
MoEYS	Ministry of Education Youth and Sports (Czech Republic)
PAD	Educational Exchange Service (Pädagogischer Austauschdienst)
PAN	Polish Academy of Science (Polska Akademia Nauk)
PNWM	*Polish-German Youth Exchange*
SALTO	Support, Advanced Learning and Training Opportunities within the European Youth Programme
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WW2	World War 2

Literature

Documents

A new impetus for European youth – European Commission White Paper. Luxemburg: European communities official publication office, 2002, ISBN 92-8942189-4.

ACT No. 561/2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act). Available at WWW: < http://www.msmt.cz/dokumenty/act-no-561-of-24th-september-2004 >

CBSO: *Stosunek Polaków do innych narodów.* [Attitude of Poles towards Other Nations]. Warszawa, 2008 [online] [cit. 10.06.2009]. Available at WWW: <http://www.cbos.pl/SPISKOM.POL/2008/K_193_08.PDF>

České vzdělání a Evropa – Strategie rozvoje lidských zdrojů při vstupu do Evropské Unie.[Czech Education and Europe. Pre-Accession Strategy for Human Resource Development]. Prague, 1999. ISBN 80-211-0312-4.

Green Paper on the European dimension of education, p. 5 [online] [cit. 1.6.2009]. Official document downloadable at WWW: <http://aei.pitt.edu/936/01/education_gp_COM_93_457.pdf>

Maastricht Treaty, p. 26 [online] [cit. 1.6.2009]. Available at WWW: <http://www.eurotreaties.com/maastrichtec.pdf>.

Ministry of Education, Youth and Sports (Mo EYS): *National programme for the development of Education in the Czech Republic. White paper.* Prague: Tauris, 2001. ISBN 80-211-0372-8.

Podstawa programowa z komentarzami. Tom 4. Edukacja historyczna i obywatelska w szkole podstawowej, gimnazjum i liceum [School curriculum with comments. Part 4. Historical and citizenship education in primary school, gimnazjum and lyceum]. [online] [cit. 10.03.2009]. Available at www: < http://www.reformaprogramowa.men.gov.pl/images/Podstawa_programowa/men_tom_4.pdf >.

Ramowe porozumienie Euroregionu Neisse-Nisa-Nysa [Agreement on framework of cooperation for Euroregion Neisse-Nisa-Nysa] [online] [cit. 10.04.2009]. Available at WWW: < http://www.euroregion-nysa.pl/index.php?option=com_content&task=view&id=29&Itemid=53 >.

Recommendation 1682 (2004) Education for Europe adopted by the Committee of Ministers of the Council of Europe in 2004.

Recommendation 1833 (2008) Promoting the teaching of European literature adopted by the Committee of Ministers of the Council of Europe in 2008.

Recommendation concerning the promotion of an awareness of Europe R (83) 4, adopted on the 18th April 1983 by the Committee of Ministers of the Council of Europe.

Recommendation on the European Dimension in education 1111 (1989) adopted by the Committee of Ministers of the Council of Europe on the 22nd September 1989

Reforma programowa [Reform of curriculum] [online] [cit. 2009-04-10]. Available at WWW: <http://www.reformaprogramowa.men.gov.pl/?redirect_count=1>.

*Resolution on the civic and European education (64) 11*of the Council of Europe adopted by the Ministers' Deputies on 6th October 1964.

Resolution on the European Dimension in teaching approved by the Council of Ministers on the 24th May 1988.

Rozporządzenie Ministra Edukacji Narodowej z 15 lutego 1999 w sprawie podstawy programowej ksztalcenia ogólnego, nr 129, Dziennik ustaw nr 14, [Minister of National Education decree from February 14th 1999, Journal of Laws of the Republic of Poland no 10 on school curriculum]. [online] [cit. 12.04.2009]. Available at WWW: < http://www.infor.pl/skanv/spis.php?rodzai=dzu&rok=1999&num=14&poz=129&str=0037 >.

Rozporządzenie Ministra Edukacji Narodowej z dnia 23 grudnia 2008 roku w sprawie podstawy programowej wychowania przedszkolnego oraz ksztalcenia ogólnego w poszczególnych typach szkól [Minister of National Education decree from December 23rd 2008 on curriculum in pre – school education and and education in all kind of schools of 1st, 2nd and 3rd stage] [online] [cit. 2009-04-10]. Available at WWW: <http://bip.men.gov.pl/men_bip/akty_prawne/rozporzadzenie_20081223_v2.pdf>.

Rozporządzenie Ministra Edukacji Narodowej z nia 23 grudnia 2008 roku w sprawie podstawy programowej wychowania przedszkolnego oraz ksztalcenia ogólnego w poszczególnych typach szkól [Minister of National Education decree from December 23rd 2008 on curriculum in pre – school education and and education in all kind of schools of 1st, 2nd and 3rd stage] [online] [cit. 2009-04-10]. Available at WWW: <http://bip.men.gov.pl/men_bip/akty_prawne/rozporzadzenie_20081223_v2.pdf>.

Solemn Declaration on European Union of the European Council of 19th June 1983, p. 3. [online] [cit. 01.06.2009]. Available at WWW: <http://aei.pitt.edu/1788/>.

Sprawozdzanie z działalności Stowarzyszenia Gmin Polskich Euroregionu Nysa [Annual report Association of Polish Communes of Euroregion NISA] [online] [cit. 10.04.2009]. Available at WWW: < http://www.euroregion-nysa.pl/index.php?option=com_content&task=view&id=29&Itemid=53 >. p. 13.

White Paper. Teaching and Learning. Towards the learning Society. Luxemburg. Office for Official Publications of the EC 1996.

Monographies and articles

BARTOSZEWSKI, W.: *Mój portret Europy Środkowej* [My portrait of Middle Europe]. *In Rozważania o Europie – W poszukiwaniu politycznej tożsamości Europy* [Disputes about Europe – searching for political identity of Europe], Warszawa: Konrad Adenaure Stiftung, 2006, ISBN 83-86771-26-7.

BAUMANN, B. (ed.).: *Europa machen!* [Making Europe!]. Berlin: 2004, MitOst e.V., ISBN 3-9808083-2-7.

BEADEKER, *Deutschland* [Germany]. Berlin, Verlag Karl Baedeker, 2005, ISBN 3-8297-1079-8.

BELL, GORDON: *Developing a European Dimension in Primary Schools,* London: David Fulton Publishers Ltd., 1991. ISBN 1-85346-170-9.

BORECKÁ, L., PAZDEROVÁ, L., SEDLÁKOVÁ, H.: *Ze školy do Evropy [From school to Europe].*Brno, 2002, Jan Šabata, ISBN 1081-235-2002.

Centre for civic education: *We the people: Project Citizen.* Calabasas: 1996, ISBN 0-89818-156-9.

ČINČERA, J.: *Hry a výchova k občanské společnosti.* [Games and education towards civic society]. Praha, 2005.

Council of Europe: *The council of Europe – 800 million Europeans.* Strasbourg, 2003, Council of Europe workshops.

DISMAN, M. *Jak se vyrábí sociologická znalost? Příručka pro uživatele.* Praha: Karolinum, 2007. ISBN 978-80-246-0139-7. (4. dotisk 3. vydání)

Ekonomická fakulta VŠB: *Učíme a učíme se o Evropské Unii.* [Teaching and learning about European Union]. Ostrava: Ekonomická fakulta VŠB, 2006. ISBN s80-248-1261-4.

European Academy of Berlin: *Die Europäische Dimension in den Lehrplänen der deutschen Bundesländer -Vergleichende Studie im Auftrag der Europäischen Kommission –Vertretung in Deutschland* [The European Dimension in the curriculum of the German federative states – a comparative study on the demand of the European Commission - represented in Germany]. Berlin, 2007.

EUROSTAT. *Recent migration trends: citizens of EU-27 Member States become ever more mobile while EU remains attractive to non-EU Citizen.* Luxenbourg: Office for Official Publications of the European Communities, 2008. ISSN 1977-0316.

Eurydice: *National summary sheets on education systems in Europe and ongoing reforms* [online] [cit. 11.04.2009]. Available at WWW: <http://www.eurydice.org.pl/files/poland.pdf>.

EVANS, D., GRÄSSLER, H., POUWELS, J.: *Human rights and Values Education in Europe,* Freiburg, FillinbachVerlag, 1997. ISBN 3-931240-03-7.

Federal foreign office. *Facts about Germany*. Societäts-Verlag, Frankfurt/Main, in collaboration with the German Federal Foreign Office, Berlin, ISBN 978-3-7973-1091-0.

FORBRIG, J. (ed.): *Revisiting youth political participation – challenges for research and democratic practice in Europe*. Strasbourg: Council of Europe Publishing, 2005. ISBN 92-871-5654-9.

GAVORA, P: Úvod do pedagogického výzkumu. Brno : Paido, 200. ISBN 80-85931-79-6.

GOŁĘBIAK, B. D. (at.) : *Uczenie metodą projektów* [Educational Project as a teaching method], Warszawa: Wydawnictwa Szkolne i Pedagogiczne, 2002. ISBN 83-02-08349-6.

GREGER, D., WALTEROWA, E.: *In pursuit of educational change: the transformation of education in the Czech Republic*. In WALTEROWA, E., GREGER, D.: *Orbis scholae, Volume 1/ Number 2/ 2007*. Prague: Charles University in Prague, 2007. ISSN 1802-4637.

GRÖSCHLOVA, A.: *Zavádění evropské dimenze do školního vzdělávání*. [Implementation of the European Dimension in Education into school education] In A. GREGER, D., JEŽKOVÁ, V. (ed.) *Školní vzdělávání. Zahraniční trendy a inspirace* [School education: Foreign Trends and Inspiration]. Praha: Karolinum, 2007, ISBN 80-246-1313-1.

HAVEL,V.: Evropa jako úkol. [Europe as a task] Prague: Grafické podniky Kusák, 2005. ISBN 80-86734-75-7.

HEIDENMANN, TOVE: *Europe in Education – Portraits of twelve Danish pioneer schools.* Kopenhagen, FPU, 1993, ISBN 87-89146-26-3.

JANOWSKI, A. *Educational restructuring and change: post – communist educational transformation in Poland*. WALTEROWA, E., GREGER D. *The transformation of educational systems in the Visegrad Countries*, Orbis Scholae, volume 1, number 2, 2007. ISSN 1802-4637.

JAROSLAV V.: *"The Nisa University"* at the University of Technology in Liberec, CZ, in RENATE SEEBAUER (Hg.): *Szenen europäischer Bildungslanschaften* [Educational scene in Europe], Vien: Mandelbaum Verlag, 2003. ISBN 3-85476-094-9.

JEŽKOVÁ, V., KOPP VON, B., JANÍK, T.: *Školní vzdělávání v německu* [School education in Germany]. Praha: Karolinum. 2008. ISBN 978-80-246-1558-5.

JIRI V.: The Academic Co-ordniation Centre in the „Euroregion NISA", in RENATE SEEBAUER (Hg.): Szenen europäischer Bildungslanschaften [Educational scene in Europe], Vien: Mandelbaum Verlag, 2003. ISBN 3-85476-094-9.

KEITH,L.: *Svet do kapsy* [World in the pocket].Praha: Ottovo nakladatelsvi, 2002. ISBN 80-7181-662-0.

KOTÁSEK, J. : *Vzdělávací politika a rozvoj školství v České Republice po roce 1989 – 1 Část.* [Education politic and the educational system development in the Czech Republic after 1989 – 1st part]. In *Technologia vzdelavania*. Bratislava: 2005 p. 9.

KUBICZEK, B.: *Metody aktywizujące. Jak nauczyć uczniów uczenia się?* [Interactive methods. How to teach pupils learning?], Opole: Wydawnictwo NOWIK Sp. j., 2005. ISBN 83-89848-19-8.

KYMLICKA, W.: *Multicultural states and intercultural Citizen.* In *Theory and Research in Education.* London: Sage Publications, 2003.

Lernende Region PONTES. Bildungs- und Regionalentwicklung in der Euroregion Neisse – Nisa – Nysa [Learning region PONTES. Educational and Regional Development in Euroregion NISA], Bautzen: Internationales Begegnungszentrum St. Marienthal (IBZ) – Offentliche Stiftung burgerlichen Rechts PONTES – Agentur, 2008. ISBN 3-930625-44-x.

Lerner in und fur Europa. Produkte und Dienstleistungen des grenzuberschreitenden Bildungsnetwerks PONTES [Learning in and for Europe. Products and services of crossborder network PONTES], Bautzen: Internationales Begegnungszentrum St. Marienthal (IBZ) – Offentliche Stiftung burgerlichen Rechts PONTES – Agentur, 2007. ISBN 3-930625-41-5.

Looking behind the figures – The main results of the Eurobarometer 2007 survey on youth. Luxemburg: European communities' official publication office, 2007. ISBN 978-92-79-05539-3.

LUCHTENBERG, S.: *The European dimension and multicultural education: Compatible or contradictory concepts?* In WINTHER-JENSEN, THYGE (Ed.): *Challenges to European Education: cultural values, national identies, and global responsibilities*, Frankfurt am Main, 1996, ISBN: 3-631-49908-6.

Mały rocznik satystyczny Polski, 2007 [Concise Statistical Yearbook of Poland 2007], Warszawa: Zakład Wydawnictw Statystycznych, 2007. ISSN 1640-3630,

MATERA, T.: *Edukacja europejska w Polsce. Pierwszy rekonesans* [European education in Poland. First sum up]. In PIEŃKOWSKA, D, MORAWSKA, K. (at.): *Edukacja Europejska w polskiej szkole - materiały* [European education in Polish school – materials]. Warsaw: Fundacja im. Stefana Batorego, 2001. ISBN 83-915640-1-0. p.

MATERA, T.: *Edukacja europejska w Polsce. Pierwszy rekonesans*, In PIEŃKOWSKA, D, MORAWSKA, K. (at.): European education in polish school – materials. Coalition of non governmental organizations and educational societies for European education. Warsaw 2001. ISBN 83-915640-1-0.

MATERA, T.: *Edukacja europejska w Polsce. Pierwszy rekonesans. (European education in polish school)* , In PIEŃKOWSKA, D, MORAWSKA, K. (at.) : Edukacja Europejska w polskiej szkole - materiały [European education in polish school – materials]. Warsaw: Fundacja im. Stefana Batorego, 2001. ISBN 83-915640-1-0.

MATERA, T.: *Edukacja europejska w Polsce. Pierwszy rekonesans.* [European education in Poland. First sum up]. In: PIEŃKOWSKA, D., MORAWSKA, K. (at.): *Edukacja Europejska w polskiej szkole - materiały* [European education in polish school – materials]. Warsaw: Fundacja im. Stefana Batorego, 2001. ISBN 83-915640-1-0.

MERRY, P. (ed): *Under construction – Citizenship, youth and Europe*. Strasbourg: CoE Publishing, 2003. ISBN 92-871-5228-4.

MONTANE, M., BORDAS, I.: *The European Dimension in secondary education*, Barcelona, 1993. ISBN 84-600-8599-6.

MONTANE, M., BORDAS, I.: *The European Dimension in secondary education*, Barcelona, 1993, ISBN 84-600-8599-6.

MORO, G.: *The Lab of European Citizenship*. [online] [cit. 12.04.2009]. Available at WWW: http://www.fondaca.org/file/Archivio/ArticoliePaper/02_the_Lab_Of_European_Citizenship.pdf

NAVRATILOVA, S.(ed), *Základy žurnalistiky pro redaktory studentských časopisů* [Essentials of journalism for editors of students newspapers]. Svatava: 2004, Open society fund, ISBN 80-903331-4-1.

Northern Ireland Curriculum Council: *Thinking European*, Belfast, Northern Ireland Curriculum Council, 1992, ISBN 1-872746-93-4.

PAWLĘGA, M.: *Zakładanie SKE – Szkolnego Klubu Europejskiego* [Setting up European club at school]. In: *Poza szkolne formy edukacji europejskiej – doświadczenia* [Extra curriculum forms of European education – experiences]. Warszawa: Kontrast, 2003. ISBN 83-88733-75-2.

PECK, B.: *Teaching and education for a new Europe*, New York: Nova science Publisher, 1997. ISBN 1-56072-386-6.

PECK, T. B. : *European community teachers exchange scheme*. Dublin: 1994, European Commision.

PELIKÁN, J. *Základy empirického výzkumu pedagogických jevů*. Praha : Karolinum, 2004. ISBN 80-7184-569-8.

PIEŃKOWSKA, D., MORAWSKA, K. (at.): *Edukacja Europejska w polskiej szkole - materiały* [European education in polish school – materials]. Warsaw: Fundacja im. Stefana Batorego, 2001. ISBN 83-915640-1-0.

PNWM/DPJW: *Odkryć Niemcy! Przygotowanie polsko – niemieckiego spotkania mlodzieży*, [Discover Germany! Preparation of the Polish-German youth meeting]. Warsaw, 2004, ISBN 83-87092-44-4.

Podstawa programowa z komentarzami. Tom 3.Języki obce w szkole podstawowej, gimnazjum i liceum. [School curriculum with comments. Part 3. Foreign languages teaching in primary school, *gimnazjum* and *liceum*]. [online] [cit. 10.03.2009]. Available at www: < http://www.reformaprogramowa.men.gov.pl/images/Podstawa_programowa/men_tom_3.pdf>

Polish experience in cross border cooperation. Seminar organized under the stability pact for South – Eastern Europe. Post seminar materials. Warszawa: Fundacja Rozwoju Demokracji Lokalnej [Foundation of Development of Local Democracy], 2002. ISBN-83-88750-98-4.

RUBACHA, K.: *Metodologia badan nad edukacja.* Warszawa: Wydawnictwa Akademickie i Profesjonalne Spolka z.o.o., 2008, ISBN 978-83-60501-11-5.

RUCHNIEWICZ, K.: *European education. Europe close or faraway.* [European education. Europa daleka czy bliska], Warsaw: Polskie Przedsiębiorstwo Wydawnictw Kartograficznych im. Eugeniusza Romera S.A., 2002. ISBN:83-7329-095-8.

RYDL, K.: *Inovace školských systémů* [Innovation of the education systems]. Praha: ISV, 2003. ISBN 80-86642-17-8, p.164.

SCHRIP, H.: *Zwischen Vesrtehen und Verstaendigung – Ansaetze und Leitideen fuer ein Curriculum „Europa"* [Between to understand and understanding – Approches and principles for the curriculum „Europe"].In WITTENBRUCH, WILHELM (Hg.): *Europa – eine neue Lektion für die Schule* [Europe / a new lesson for school]. Münster, Aschendorffsche Vergsbuchhandlung, 1999, ISBN 3-402-04727-6.

SEEBAUER, R. (ed.): *Europaeische Dimensionen neu denken.* [European Dimension – new thinking]. Wien: Mandelbaum Verlag, 2004. ISBN 3-85476-125-2, p. 91-92. WALTEROVÁ, E., JEŽKOVÁ, V. *Žijeme v Evropě.* Praha: UK – PedF, 1999. ISBN 80-86039-82-X.

SIELATYCKI, M.: *Europejski wymiar nauczania w polskich szkolach. (European dimension of Education in polish schools.* In PIEŃKOWSKA, D, MORAWSKA, K. (at.): Edukacja Europejska w polskiej szkole - materialy [European education in polish school – materials]. Warsaw: Fundacja im. Stefana Batorego, 2001. ISBN 83-915640-1-0.

The system of education in Poland. 2008. Warszawa: Foundation for the Development of the Education System LLP Programme, 2008. ISBN 978-83-87716-39-4.

TRIM, J.: *Language learning for European citizenship.* Strasbourg: CoE Publishing, 1997. ISBN 92-871-3237-2.

UIV: *The Education system of the Czech Republic.* Prague: Institute for information on education, 2009. ISBN 978-80-211-0562-1.

VORBECK, M.: *The bigger Europe.* In JANSSEN, B (ed.). *The European Dimesion for Teachers – Report on the Sekond Coneferece on the European Dimension in Teaching and Education.* Bonn: Europa Union Verlag, 1993, ISBN 3-7713-0463-6.

VUP: Framework Educational Programme for basic education. Prague, 2007. [online] [cit. 10.06.2009]. Available at WWW: < http://www.rvp.cz/soubor/RVP_ZV_EN_final.pdf >

WALTEROVA, E. (ed):, *Evropský klub ve škole* [European club at the school]. Praha: 2000, ISBN 80-7290-025-0. p. 33.

WALTEROVÁ, E. *Objevujeme Evrop : kniha pro učitele* [Discovering Europe - Book for teachers]. Prague : Pedagogická fakulta UK, 1997. ISBN 80-86039-27-7.

WALTEROVA, E.: *Struktura vzdělávacího systému v Německu.* [The structure of education system in Germany] *RVP* [online] [cit. 2009-01-06]. Available at WWW: <http://www.rvp.cz/clanek/703/510>.

WALTEROVA, E.: Výchova k myslení v evropských a globálních souvislostech [online] [Education towards thinking in European and global contexts] [cit. 10.06.2009]. Available at WWW: < http://www.rvp.cz/clanek/6/112 >.

Youth Directorate Council of Europe Publishing: *The participation of young people.* Strasbourg: Council of Europe Publishing, 1997. ISBN 92-871-3235-6.

Webography

Agencja PONTES [PONTES Agency] [online] [cit. 10.04.2009]. Available at WWW: < http://www.pontes-pontes.de/pl/home/agencja-ipontesi.html >

Aims and Tasks of the Bundesministerium [online] [cit. 20.03.2008]. Available at WWW: <http://www.bmbf.de/de/90.php>.

Brno Centre for European Studies [online] [cit. 24.5.2009] Available at WWW: <http://www.bces.cz/>. English translation O.L.

Centre of European Studies [online] [cit. 24.5.2009] Available at WWW: <http://ces.vse.cz/english/?page_id=5>.

CES at Masaryk University in Brno [online] [cit. 24.5.2009] Available at WWW: <http://www.ped.muni.cz/wphil/centrum/index.htm>. English translation O.L.

Co-citizenship. [online] [cit. 14.06.2009]. Available at WWW: <www.co-citizenship.eu>.

Commenius programme. [online] [cit. 14.06.2009]. Available at WWW: <http://www.naep.cz/index.php?a=view-project-folder&project_folder_id=337&>.

Council of Europe: Euroregions' definition [online] [cit. 10.04.2009]. Available at WWW: < http://www.coe.int/t/dgap/localdemocracy/Areas_of_Work/Transfrontier_Cooperation/Eurore gions/What_is_en.asp >

Czech-German fund for Future. [online] [cit. 14.06.2009]. Available at WWW: <http://www.fondbudoucnosti.cz/Defaulten.aspx?lang=en>.

Deutsche Welle: [online] [cit. 01.06.2009]. Available at WWW: <http://www.dw-world.de/dw/0..12302.00.html>.

eTwinning. [online] [cit. 14.06.2009]. Available at WWW: <http://www.etwinning.net/en/pub/getting_started.htm>.

Europaschule in Sachsen [European school in Saxony]. [online] [cit. 12.06.2009]. Available at WWW: <http://www.sachsen-macht-schule.de/schule/9327.htm?id=35>.

Europass can be created on the official website [online] [cit. 14.06.2009]. Available at WWW: <www.europass.cz>.

Europe at school website [online] [cit. 12.04.2009]. Available at WWW: <http://www.projekt-europa.at/2005/europe-at-school.en.html>.

European Academy of Berlin [online] [cit. 10.04.2009]. Available at WWW: <http://www.eab-berlin.de>.

European Schoolnet. [online] [cit. 14.06.2009]. Available at WWW: <http://www.europeanschoolnet.org/ww/en/pub/eun/about/euninfo.htm>.

European Week in Saxony school [online] [cit. 10.06.2009]. Available at WWW: <http://www.europa.sachsen.de/7906.htm>.

Euroregion Neisse-Nisa-Nysa [online] [cit. 10.04.2009]. Available at WWW: < http://www.euroregion-nysa.pl/index.php?option=com_content&task=view&id=39&Itemid=74 >.

Euroskop.cz [online] [cit. 14.06.2009]. Available at WWW: <http://www.euroskop.cz/8527/sekce/vystupy-projektu-grantoveho-rizeni-2008/>.

Eurydice: *The Education System in Germany* [online] [cit. 10.04.2009]. Available at WWW: <http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/DE_EN.pdf>.

Eurydice: *The Education System in Poland* [online] [cit. 10.04.2009]. Available at WWW: < http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/0_integral/PL_EN.pdf >.

Eurydice: *The European and International Dimension in Education* [online] [cit. 2009-04-10]. Available at WWW: <http://eacea.ec.europa.eu/portal/page/portal/Eurydice/EuryPage?country=PL&lang=EN&fragment=285>.

Eurydice: *The system of education in Poland* [online] [cit. 11.04.2009]. Available at WWW: <http://www.eurydice.org.pl/files/the_system_2008.pdf >.

Germany 2002/2003 [online] [cit. 05.04.2008] available at WWW: <http://www.eurydice.org/ressources/eurydice/pdf/041DN/041_DE_EN.pdf >.

Germany 2002/2003: Structures of Education, Vocational training and Adult Education Systems in Europe [online] [cit. 2008-02-13]. Available at WWW: <http://www.eurydice.org/ressources/eurydice/pdf/041DN/041_DE_EN.pdf>.

International Visegrad Fund. [online] [cit. 14.06.2009]. Available at WWW: <http://www.visegradfund.org/grants.html>.

INTERREG III A, Mikroprojekty [Microprojects] [online] [cit. 10.04.2009]. Available at WWW: < http://www.interreg3a.cz/index.php?lang=pl&cmd=page&type=1&id=80 >.

Kultusministeriums [online] [cit. 02.12.2008] Available at WWW:
<http://www.bildungsserver.de/zeigen.html?seite=612>

Landscape of Information & Communications Technology for Poland website [online] [cit. 12.04.2009]. Available at WWW: <
http://www1.american.edu/initeb/rw9257a/workforce.htm >.

Life across Europe [online] [cit. 02.05.2009] Available at WWW:
<http://www.orivedenperusopetus.net/lifeacrosseurope/index.php?page=goals>.

Magazine of Pedagogical University in Kraków - Konspect: *Skarb ukryty w Edukacji.* [Tresure hidden in education], Czeslaw Banach [online] [cit. 10.04.2009]. Available at WWW: <http://www.wsp.krakow.pl/konspekt/12/strategia.html>.

MyEurope. [online] [cit. 14.06.2009]. Available at WWW:
<http://myeurope.eun.org/ww/en/pub/myeurope/home/others/about.htm>.

National agency for the European educational programs – NAEP [online] [cit. 01.06.2009]. Available at WWW: <http://www.naep.cz/index.php?a=view-project-folder&project_folder_id=63&>.

Olimpiada wiedzy o Unii Europejskiej [Competition on Knowledge about European Unione] [online] [cit. 12.04.2009]. Available at WWW: <http://www.owoue.interia.pl/index.html>.

Polsko – Niemiecka Wymiana Młodzieży [Polish – German Youth Exchange] [online] [cit. 10.04.2009]. Available at WWW: <
http://dpjw.org/html/modules.php?name=DpjwContent&pa=showpage&pid=47 >.

Priorities of the German presidency in the Council of the EU *in the area of education* [online] [cit. 11.06.2009]. Available at WWW: <
http://www.eu2007.de/en/Policy_Areas/Education_Youth_and_Culture/Education.html>.

Programme Comenius [online] [cit. 24.5.2009] Available at WWW:
<http://ec.europa.eu/education/comenius/doc998_en.htm>.

Sachsisches Staatministrerium für Kultus [Saxon State Ministry of Culture] [online] [cit. 01.06.2009]. Available at WWW: <http://www.sachsen-macht-schule.de/schule/download/download_broschueren/br_saechsisches_schulsystem_en.pdf>.

Schkola Schulverbund [online] [cit. 08.06.2009]. Available at WWW: <www.schkola.de>.

Speak Out! On the European Citizenship. [online][cit. 11.06.2009]. Available at WWW:
<http://www.citizen.org.uk/speakout/teacher.html>.

Spring Day 2009. [online] [cit. 14.06.2009]. Available at WWW:
<http://www.springday2009.net/ww/en/pub/spring2009/competitions.htm>.

Statistisches Jahrbuch [Statistical Yearbook] [online] [cit. 02.14.2007] Available at WWW:
<http://www.destatis.de/jahrbuch/jahrbuch2006_downloads.htm>.

Statistisches Landesamt des Freistaates Sachsen [online] [cit. 01.06.2009]. Available at WWW:
<http://www.statistik.sachsen.de/appsl1/Bildung/index2.html?allgemeines/system.html>.

The educational system of the Free state of Saxony [online] [cit. 01.06.2009]. Available at WWW: <http://www.sachsen-macht-schule.de/schule/18.htm>.

The Europa Diary. [online] [cit. 14.06.2009]. Available at WWW: <http://www.generation-europe.org/page.asp?lgid=1&menuID=59>.

The Youth Partnership [online] [cit. 30.5.2009] available at WWW:
<http://www.together50years.eu/EN/cult_train/training_youth.htm>.

Trójjęzyczny Szkolny Portal Informacyjny Euroregionu Neisse-Nisa-Nysa [Trilingual Information Portal of Euroregion NISA for Schools] [online] [cit. 10.04.2009]. Available at WWW: < http://www.neisse-nisa-nysa.eu/pages/home/index.aspx?rub=0&men=0&lang=2 >.

Appendices

List of appendices:

  I. Questionnaire in English

Dear student,
the questionnaire in front of you is a part of a research about Polish-German-Czech relations, mainly focused on the Euroregion NISA (czech, german, polish border area). With filling this form in you will help us to find out what is more important to teach at schools about Europe and your neighbours.
All the information will be strictly used just for the scientific reasons.

Please take 15-20 minutes to fill in the questionnaire. We hope that with the help of this filled questionnaire we will make an interesting educational program for you and your peers

Thank you for filling in the form.
Mgr. Ondrej Lochman – Ph.D. student of Charles University in Prague

1. What is your gender?
1. Male
2. Female

2. What is your age?
....

A. EUROPE

3. Please evaluate your knowledge of the following languages:
(Choose languages that you speak and give it an appropriate number. Eg. "A. Czech 6")

A. Czech ...
B. English ...
C. Polish ...
D. German ...
E. Other: ....

1. I have no knowledge of this language
2. I understand short texts and can say basic phases
3. I can follow a conversation, but I am not able to take part actively
4. I am able to take part in conversation
5. I am fluent in speaking, reading and writing
6. Mother tongue

4. What are the sources of information about Europe for you?
(Please make an order of which source is for you most useful: 6 lest useful to 6 most useful)

... Television
... Internet
... Printed media (newspaper, brochures, leaflets)
... School lessons
... Radio
... Personal experience (everyday situations, your family, your friends)

5. Have you ever travelled abroad and where?
(Please write names of the countries)

1. ....
2. ....
3. ....
4. ....
5. ....

6. What does the year 2004 reminds you of?

7. Does the town where you live in have a twin town in Europe?

1. Yes
2. No
3. I am not sure
4. I don't know

8. Where would you like to work in your future?
(If choosing number 3 please choose A or B)

1. Region where you live today
2. In the country you live today
3. In one of the Euroregion NYSA neighbours A: Germany
                                                               B: Czech Republic
4. Abroad in Europe
5. Abroad out of Europe

9. What does "Europe" mean to you?

1. European Union
2. Common economical market
3. A continent
4. A civilization
5. An idea and way of living
6. Other (please specify):

10. Do you feel responsible for the future of Europe?

1. Very much
2. Quite a lot
3. Not very much
4. Very little

11. Do you think that you have influence on building the common Europe?

1. Yes, I have a big influence
2. Quite a big influence
3. Not very much, because I don't have possibilities
4. Not very much, because I am not really interested
5. I am not interested

12. What are to you the most important European values?

13. By which words you would spontaneously describe Europe?
(Make a list of minimum 3 five words that come now to your head)

14. How important is Europe to your personal life and interests?

1. Very much
2. Quite a lot
3. Not very much
4. Very little

15. At the present you feel yourself being most attached to:
(Please make an order of what is for you more important: 1 least important to 6 most important)

    ... Your own nationality (Polish, Czech, German)
    ... Europe
    ... Your region (Lower Silesian, Saxonian, Nothbohemian)
    ... Your town/city
    ... Euroregion NISA/NYSA/NEISSE
    ... The world

16. In 10 years you see yourself being most attached to:
(Please make an order of what is for you more important: 6 most important 1 least important)

    ... Your own nationality (Polish, Czech, German)
    ... Europe
    ... Your region (Lower Silesian, Saxonian, Nothbohemian)
    ... Your town/city
    ... Euroregion NISA/NYSA/NEISSE
    ... The world

17. In which subjects at school you learn the most about Europe?
(Choose a maximum of 3 items)

    1.   Social studies
    2.   History
    3.   Mother language
    4.   Foreign languages
    5.   Geography
    6.   Other: ....

18. When do you get to know more about Europe in school besides the classes?

B. Euroregion NISA – NYSA – NEISSE (CZ – PL – GER)

1. **What are the sources of information about your Euroregion NISA neighbours (Czechs and Germans) for you?**
    (Please make an order of which source is for you most useful: 1 least useful to 6 most useful)

    ... Television
    ... Internet
    ... Printed media
    ... Radio
    ... School lessons
    ... Personal experience

2. **Do you feel responsible for the future of your region?**

    1. Very much
    2. Quite a lot
    3. Not very much
    4. Very little

3. **Do you think that you participate in building up your region?**

    1. Yes, as much as I can
    2. Quite a lot
    3. Not very much, because I don't have possibilities
    4. Not very much, because I am not really interested
    5. I am not interested

4. **How often do you travel across the border within the Euroregion NISA?**

    1. I have never travelled in the area cross the border in the Euroregion
    2. Once a year
    3. Several times a year
    4. More then once a month

    Why you travelled there? (Answer if your choice was 2,3,or 4)

5. **Have you visited some of the cultural or educational events across the border in the Euroregion NISA?**

    1. Yes, I have visited and actively taken part
    2. Yes, I have visited
    3. No, I haven't visited such an event

6. Do you have friends that you visit cross the border in the Euroregion NISA?

    1. In the Czech Republic

                        A. Yes

                        B. No

    1. In Germany

                        A. Yes

                        B. No

7. I feel that I know about German:
(Please cross the appropriate box)

	Very much	Quite a lot	Not very much	Very little
Culture				
History				
Lifestyle				
Geography				
Music				
Literature				
Sports				

8. I feel that I know about Czech:
(Please cross the appropriate box)

	Very much	Quite a lot	Not very much	Very little
Culture				
History				
Lifestyle				
Geography				
Music				
Literature				
Sports				

232

9. What do you think of your neighbours?
(Please write minimum 3 adjectives for each neighbour)

A. Czechs are

B. Germans are

10. What do you think that your neighbours from Euroregion NISA think of Poles?
(Please write minimum 3 adjectives for each neighbour)

A. Czechs think Poles are

B. Germans think Poles are

11. What do you think about Poles?

12. Whom would you like to live with in one flat when you could choose?

    1.   Czech   Why?...
    2.   German   ....
    3.   Polish   ....
    4.   Doesn't matter   ....

13. What would attract you to visit your neighbours within the Euroregion NYSA?

14. Please draw a symbol that means neighbourhood to you:

15. Is it important for you to know more about your neighbours from the Euroregion NYSA?

    1.   Very important
    2.   quite important
    3.   not so important
    4.   very little important

16. In which subject at school do you learn the most about your Euroregion NISA neighbours?

    1.   Social studies
    2.   History
    3.   German language
    4.   Foreign languages
    5.   Geography
    6.   Other: ....

17. What would you like to learn about your Euroregion NISA neighbours in school?

18. Would you like to participate in a school and youth exchanges within the Euroregion NISA?

    1.   I am very interested to participate in such exchanges
    2.   I am quite interested to participate in such exchanges
    3.   I am not really interested to participate in such exchanges
    4.   I am not interested at all to participate in such exchanges

Any other comments?

Thank you

NR: PL-P-WRC-S-

II. Diagnosis workshop - method description

Method description

Title:	Our neighbours from the Euroregion NISA
Target group:	School pupils 14-16 years old
Issues addressed:	- Culture and its stereotypes - Euroregion NISA
Aim/learning outcome:	To learn how to deal with cultural and national stereotypes and explore cultures in depth.
Objectives:	- Diagnosis of the general awareness about state neighbours - Exploring of the general awareness about state neighbours
Duration:	45 minutes
Materials needed:	Round 6 Flip charts and 20 markers Publication: T-Kit Intercultural learning and the Iceberg conception of culture
Special skills or knowledge of the trainer needed:	Knowledge about mechanism of stereotypes and prejudices, and concept of CULTURE AS ICEBERG
Step by step instruction:	NOTE: Instructions and facilitation of the workshop was done by educators that were speaking the national language as mother tongue. The author/or assistant were in the role of an observer. 1. Introduce the whole group to the exercise by telling them "Today we will learn about neighbours from the Euroregion Nisa." (2 min) 2. Show the flipchart (prepared before) with a model that they should follow (example picture can be found bellow), the task for pupils is to discuss, and write and draw on posters (3 minutes): - What does typical Pole / German / Czech (give one nationality) do? - What is he / she thinking about? - What is for him / her most important? - What is he / she like? - What surrounds him / her? 3. Divide pupils into groups of 4-5 (maximum), and give them 20 minutes to prepare posters in groups 4. After 20 minutes, ask pupils to make a gallery of posters on the ground and invite them for a little tour (for 3 minutes): to walk around and to watch, what others put into their posters (give them hints: "try to find similarities, differences")

	5. ask pupils to sit in the circle and open the discussion for the debriefing (15 min)
Suggestions for the debriefing:	1. What came first into your head, when you were asked to draw a Polish/German/Czech peer living behind the border? 2. Is there something that surprised you? 3. Was it difficult to work on those posters, to prepare them? 4. Did you ever visit Poland / Germany / Czech Republic? If yes – what was the reason of the visit? 5. Did you ever talk to someone from Poland / Germany / Czech Republic? What did you talk about? 6. Did you ever talk to your peer from Poland/Germany/Czech Republic? What did you talk about?
Other comments:	For the sum up use the concept of CULTURE AS ICEBERG. Before the workshop start have 2 posters prepared: 1. example of "typical German / Pole / Czech" – frame that they will use to do their posters 2. drawing of concept of CULTURE AS ICEBERG

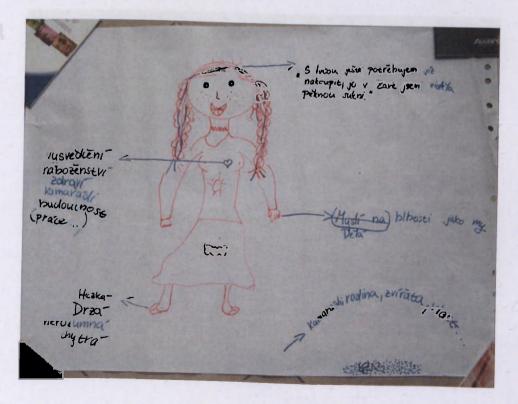*1.*

Instructions:

Observation sheet:

Number of pupils in each group:
Number of pupils in the whole class:
Code of the class:
What did come first to your head when you were asked to draw a German peer living behind the border? *(Qf 1.)*

Is there something that surprised you? *(Qf 2.)*

Was it difficult to work on those posters, to prepare them? *(Qf 3.)*

Did you ever visit Poland / Germany / Czech Republic? If yes – what was the reason of the visit? *(Qf 4.)*

Did you ever talk to someone from Poland / Germany / Czech Republic? What did you talk about? *(Qf 5.)*

Did you ever talk to your peer from Poland / Germany / Czech Republic? What did you talk about? Do you have any friends in those countries? *(Qf 6.)*

Other observations

IV. Examples of posters

Czech Republic – Liberec 1 - German character

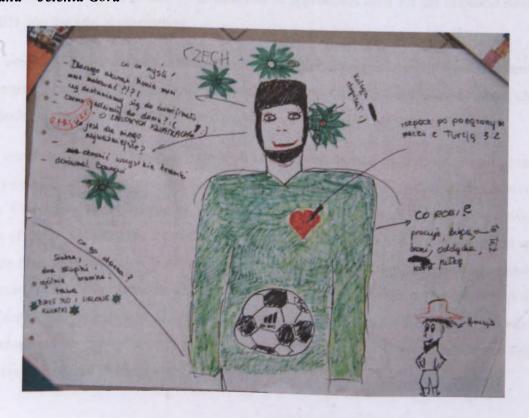*Czech Republic - Liberec 2 - Polish character*

Germany – Zittau 1

Germany – Zittau 2

Poland – Jelenia Góra 1

Poland – Jelenia Góra

239

SUMMARY

This work analyses how European Dimension is implemented into the education systems of the Czech Republic, Germany (with the focus on the Free State of Saxony) and Poland. By means of empirical research it focuses on the identification, analysis and comparison of pupils´ understanding and attachment of/to Europe, and attitudes and knowledge of pupils towards/about their neighbours from the *Euroregion Nisa*.

The work is structured into 4 chapters. First of all the context for European Dimension in education is introduced. Understandings of various meanings of Europe, the influence of European integrative processes and the rapid changes that have been initiated by globalisation are introduced. The second chapter analyses the rhetorical curriculum of the implementation of the ED on the European level. Further an analysis of the education systems of the Czech Republic, Germany (with focus on the Free State of Saxony) and Poland was carried out including the analysis of implementation of the ED into these education systems from 1989 up to 2009. In order to create a complex overview of implementation of ED into these 3 education systems, a comparison of the implementation of ED was done among these 3 states. The theoretical part is finished by an analysis of approaches used for the implementation of the ED into the school curriculum.

The second half of the thesis is dedicated to an empirical part and conclusions. The research compared 3 samples of pupils from the Czech Republic, Germany and Poland and the chosen methods for the research were a questionnaire and a diagnosis workshop.

The main results of the empirical research can be summarised as follows: Pupils from the Euroregion Nisa have a low sense of belonging to Europe and very low to the Euroregion Nisa. Understanding of Europe by German pupils is mostly through the EU perspective and most of the pupils from the Euroregion Nisa understand Europe just as a geophysical space. Pupils from the Euroregion Nisa have very low level of knowledge and personal experience about/with neighbours from the Euroregion Nisa. Attitudes of Polish pupils are very positive to Czechs and negative to Germans. Attitudes of Czech pupils are slightly negative to Germans and neutral or slightly positive to Poles. Attitudes of German pupils are slightly positive to Czechs and slightly negative to Poles.

Outcomes of the research also show the need for more in depth research of attitudes and knowledge of pupils in the Euroregion Nisa towards/about their neighbours.

SUMMARY

Tato práce analyzuje jak je evropská dimenze implementována do vzdělávacích systémů České Republiky, Německa (se zaměřením na Svobodný Stát Sasko) a Polska. Provedením empirického výzkumu si práce dává za cíl identifikovat, analyzovat a porovnat porozumění a pocit sounáležitosti k Evropě a postoje a znalosti žáků o/k jejich sousedům/dech z Euroregionu Nisa.

Struktura disertační práce je rozvržena do 4 kapitol. Po úvodu, který objasňuje motivaci k obsahu práce a představuje strukturu celé disertace následuje první kapitola, ve které je představen kontext pro zvolený výzkumný problém. Evropa se proměňuje v čase a prostoru a přináší nové skutečnosti a výzvy, které je potřebné reflektovat změnou v přístupech a obsahu kurikula školy. Hlavní faktory, která iniciují tyto změny jsou procesy evropské integrace a globalizace. Tyto faktory přináší dynamické změny, které jsou zdroji pro jednoduší komunikaci a vyšší mobilitu, ale také přináší silný vliv médií na chování společnosti a změnu role školy jako tradičního zdroje informací.

Druhá kapitola zahrnuje teoretické analýzy, které jsou spojeny s definovaným výzkumným problémem a výzkumným modelem. Provedení těchto analýz bylo potřebné, k porozumění národních vzdělávacích systémů, které byly zkoumány a k vytvoření základu pro empirický výzkum. Následující analýzy byly provedeny: Analýza obsahu evropské dimenze v rovině strategických a politických dokumentu na evropské úrovni. Koncept evropské dimenze a doporučení a rezoluce hlavních evropských institucí byly analyzovány. Dále byly analyzovány vzdělávací systémy České Republiky, Německa (se zaměřením na Sasko) a Polska s analýzou realizace evropské dimenze v těchto systémech od roku 1989 do 2009. Pro vytvoření komplexního přehledu byly tyto způsoby realizace evropské dimenze porovnány. Teoretická část disertační práce je zakončena analýzou přístupů používaných při realizaci evropské dimenze ve školním kurikulu.

Třetí kapitola je určena empirickému výzkumu a obsahuje 4 stěžejní podkapitoly. Nejprve je představen zúžený kontext evropské dimenze pro empirický výzkum, a to Euroregion Nisa. Dále je popsán před-výzkum, na jehož výstupech bylo formulovány 5 hypotéz pro zúžený kontext výzkumu. Následovně je představen vývoj tvorby empirického výzkumu tedy, definice výzkumného problému, formulace hypotéz, výzkumný model, popis proměnných,

operacionalizace, popis metodologie a pilotáže výzkumných nástrojů. Výsledky a verifikace jednotlivých hypotéz uzavírá tuto kapitolu.

Čtvrtá kapitola je určena závěrům verifikací formulovaných hypotéz a na základě výsledků výzkumu jsou navrženy doporučení pro realizaci evropské dimenze v kurikulu škol v Euroregionu Nisa.

Hlavní výsledky empirického výzkumu mohou být shrnuty následovně: Žáci z Euroregionu Nisa mají nízký pocit sounáležitosti k Evropě a velmi nízký k Euroregionu Nisa. Němečtí žáci vnímají Evropu především z perspektivy EU a většina žáků z Euroregionu Nisa rozumí Evropu pouze jako geofyzikální prostor. Žáci z Euroregionu Nisa mají velmi nízkou úroveň znalostí a osobních zkušeností o/se sousedy za hranicí v rámci Euroregionu Nisa. Postoje polských žáků jsou vysoce pozitivní vůči Čechům a negativní vůči Němcům. Postoje českých žáků jsou mírně negativní vůči Němcům a neutrální, nebo mírně pozitivní vůči Polákům. Postoje německých žáků jsou mírně pozitivní vůči Čechům a mírně negativní vůči Polákům. Výsledky výzkumu také poukazují potřebu k hloubkovému výzkumu v oblasti postojů a znalostí žáků z Euroregionu Nisa k/o jejich sousedech za hranicí.