

Zentrum für Europäische Integrationsforschung  
Center for European Integration Studies  
Rheinische Friedrich Wilhelms-Universität Bonn



# European Integration and South Eastern Europe

Rafael Biermann (ed.)

## Europe at Schools in Germany

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# Contents

<i>Rafael Biermann</i>	5
Preface	
<i>Joachim Utech</i>	9
Europe in the Classroom	
<i>Klaus Breil</i>	17
The Europe School Bornheim	
<i>Cornelia Meyer-Rieforth</i>	29
The Elsa-Brändström-Gymnasium Oberhausen	



## **Preface**

This publication is part of a series, which was established in 2001 in order to make teaching and learning material on all aspects of European integration available for universities and schools throughout South Eastern Europe. The series makes public the results of research projects conducted in the framework of the “Network for ‘European Studies in South Eastern Europe’” which is one of the major undertakings of the Stability Pact for South Eastern Europe.

The Network was founded in January 2000 and now comprises almost 40 universities and institutes both from South Eastern and Western Europe. It aims at strengthening “stability through education” in the region by

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

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

In this framework, we have also started a project called “Europe at Schools in South Eastern Europe”. Its basic philosophy is that it is not sufficient to concentrate on the university level if you really want to spread knowledge about Europe in the region. One must begin with the school level where teaching about Europe can have a maximum impact on entire future generations, raising European-minded young people which will help transform the realities in the region. This is an experience, which has also motivated countries like Germany to invest so much in the European education of their children.

The Working Group that we formed had its first three meetings in 2002, two times at the Institute for Globalisation and Intercultural Learning (IGI) in Zagreb, once at the Center for European Studies (ATAUM) of Ankara University. Representatives from almost all countries of the region took part. We decided to concentrate initially on three topics:

- (1) Producing “country profiles” for as many countries of the region as possible as a kind of stock-taking endeavour in order to evaluate in detail what is the state of affairs concerning Europe at Schools in the individual countries. This would provide us with a sound data base in order to take profound decisions on all our future activities.
- (2) Producing a publication called “Europe at Schools in Gemany” which presents the German state of affairs on this topic, though not in a theoretical, abstract or even instructing manner but with very practical, creative examples of two German school on how they try to bring Europe dear to the minds of their pupils.
- (3) Producing a curriculum which might serve as a basis both for individual Train the Trainer courses on Europe at Schools for school principals, teachers, and school administration officials and as a full-fledged programme to be adopted by interested institutions. Thus, this curriculum, developed between the Universities of Münster and Zagreb, will be adopted by the International Center of European Teacher Education and European Studies, which is in the process of being established at the University of Zagreb, offering a one-year Master of European Education.

We are glad to be able to present here the results of our dense and very fruitful cooperation so far, concluding the first phase of our joint endeavour. All of the texts are available on the Homepage of ZEI for downloading ([www.zei.de](http://www.zei.de)).

This publication on “Europe at Schools in Germany” is intended to serve government offices and schools all over South Eastern Europe as a guide on how to start or deepen the teaching about Europe. It is presenting two German schools, in Bornheim and Oberhausen, outlining their activities and networks, with a multitude of practical examples ranging from exchange programmes to school magazines and class projects. The introduction was written by an author who has extensive experience in designing teaching material for schools in the border region of France, Germany and Switzerland. The aim is to stimulate a discussion in as many governments and schools in the region as possible on this topic which is of vital impor-

tance if you want to prepare future generations for life in our common Europe.

I would like to take the opportunity to thank all of the authors wholeheartedly for their dedication and skill, which they demonstrated in the several review cycles of their contribution. We sincerely hope that this publication will be widely distributed and well received in the region.

Dr. Rafael Biermann

Zentrum für Europäische Integrationsforschung, Bonn





*Joachim Utech*<sup>1</sup>

## **Europe in the Classroom**

For the people of Europe, the need to overcome the nation-states and create a Europe in freedom and unity has become an obvious priority over the last 50 years. For this purpose, the educational system, particularly schools, play a special role. Educational institutions have been assigned the task of promoting children and youth in Europe to open the horizons for Europe, to enthuse and help them to develop a European identity without losing their regional or national identity.

Designing curricula, learning foreign languages, a variety of materials, programs, intensive school partnerships, teacher and student exchanges, further teacher training, and considerations for mutual teacher education are all part of this development. All these efforts have in common, that they seek to prepare students for their place in Europe, in which they can become well-informed, responsible citizens. In order to reach this competence, individual schools should set an appropriate focus in their course and school work. These will be expounded in the following section.

### ***Key Concepts***

On June 8, 1978, the *Bundesländer* or states of Germany presented in a decision of the Conference for Education Ministers the “European Educa-

1 Joachim Utech, Dr. phil., is School Director at an Agency in Neustadt an der Weinstraße overseeing schools in one of the German “Bundesländer”, Rhineland-Palatinate. He is also responsible there for cross-border cooperation. Joachim Utech is member of the Working Group Education of the German-French-Swiss “Oberrheinkonferenz”, a standing transnational cooperation in sectors like traffic, environmental protection, culture, business and young people. He is a Lecturer at the Institute for Didactics at the University of Landau.

tional Mission”, which was expanded on December 7, 1990. The mission states:

“Schools are to fulfill the task of making students aware of the rapprochement and new order of relations among the European peoples and countries. Schools should contribute to the development of a feeling of belonging to Europe and foster the understanding, that Europe affects many parts of our lives and thus European decisions are needed

- to sensitize children and the youth for the similarities and differences with their neighbors, their regions and countries in Europe;
- to become familiar with neighbors in the community through its socio-cultural, socio-economic, geographic, and historical characteristics in order to develop a better understanding and an effective cooperation;
- to foster the principles of democracy, social justice, and respect for human rights;
- to promote multi-lingual ability as well as knowledge of the neighboring language; and
- to create an awareness of “European citizens”, stimulate interaction, and prepare for living in a united Europe and world.

These efforts to create a European awareness seem important because they can trigger a learning process that contributes to the development of identity through definition of and inclusion into society, history, culture, and common values. As a result, one will mature into a citizen of Europe and gradually develop civil community competences. Many steps and experiences are necessary, before one can claim to accept this sense of belonging. This does not require foregoing the differences, displays of interest, conflicts or compromises, but instead paying more attention to the commonalities and looking for links in the diversity of areas of life. Thus, it becomes clear that not merely economic issues stand in the forefront of the education efforts, rather the common culture heritage and the values it conveys. Europe is indeed a community of value based on the concepts of freedom, human rights, democracy, and peace. In the ever-closer unity among the countries and peoples of Europe, these fundamentals are to be continuously strengthened.

## ***School Tasks***

Regarding general goal setting and their conversion into the every day classroom, the tasks of the school can be divided into the following four areas:

### ***1. Motivation of the Learners***

There is a great deal to learn about and for Europe. Historical, geographic, social, and political aspects demonstrate the diversity of the European dimension. The common historical and cultural space needs to be made accessible and understood. One needs a familiar and secure basic knowledge, must know about structures and relations because these form the framework of a common living space and are nevertheless bound in the individual and regional structure to the larger contexts of Europe and the world. Education for Europe should thus render basic principles identifiable and comprehensible, as well as make possible the discussion and delineation with one another and at the same time facilitate the integration into society for identity formation. Hence, openness, tolerance, and respect can develop. It remains an essential but difficult educational task to motivate students for the subject of European education and convey the importance of striving to self-education.

### ***2. Multi-lingual Qualification***

The working and everyday world of future generations will be characterized more and more by an integrated and ever closer Europe, to which knowledge and fluency of foreign languages open the door. Foreign language ability allows to a large degree for linguistic and cultural communication. The internal market of the EU has long been established and demands professional mobility and multi-lingual ability from its citizens, which is becoming increasingly imperative.

The language concept should incorporate primarily the language of a major neighbouring country and additionally the international language (English). Issues of learning languages and the subsequent linguistic-political discourse could be made fruitful for the efforts of political education.

### ***3. Building Emotional Attachment***

European education should not be limited to contents and cognitive skills. The affective elements in the learning and educational process from con-

tacts and interaction play an important role as well. The focus should rest on the development and strengthening of positive and tolerant attitudes and esteem for European countries and their peoples. Accordingly, this edification promotes the ability to feel empathy. It thus contributes to a “we”-identity.

#### ***4. Facilitating Inter-cultural Experience***

By interacting with people of other countries through exchange, common projects, authentic encounters at work, in families, in leisure activities, etc., a multitude of experiences and exchanges of ideas are possible, which enriches one’s own life and opens new perceptions. Positive attitudes towards others help to extinguish prejudices and foster inter-cultural respect. European identity develops not primarily through socialization in the next generation; rather it seems to derive more from concrete, positive experiences with Europe. Meetings, exchange programs, and topical activities aim for such experience.

It is a legitimate demand to bring these four areas into an optimal balance, supporting cognitive, affective, and behavioural learning processes.

### ***Contents***

As early as 1988 (May 24), the Council of the European Union and the Council of Ministers for Education asked the member-states to present goals and methods to convey the European dimension in the educational system as a part of the respective educational-political key concepts. For the most part, this has taken place. However, it still requires thought and interpretation for the practical implementation, which occurs in schools through relevant courses. To expound, the following topics might be named:

- geographical diversity of the European space with its natural-physical, social, and economic structures
- political and societal structures in Europe
- significant, historical forces in Europe, moreover the development of European thinking of law, government, and liberty
- the development, the features and the evidence of a diverse, yet common European culture

## Europe in the Classroom

- the multi-lingual quality of Europe and the cultural richness this embodies
- the history of European thought and integration efforts since 1945
- the balancing of interests and common action in Europe for resolving economic, social, and political issues
- the tasks and functioning of the European institutions.

Geography and History, social and economic subjects, as well as native and foreign language classes are particularly encouraged to convey knowledge and understanding of the European dimension. In the curricula of each of these subjects, the aforementioned goals and topics provide hints for the practical implementation of these aims into the classroom in various schools and levels.

Since not all societal issues can be tackled on a specific subject basis exclusively, an increasing number of interdisciplinary and inter-subject projects are developing, allowing to create networks of knowledge and thinking. In addition to the subject matter, these arrangements especially allow students to gain methodic and social competences of considerable significance for post-school and professional life. Accordingly, a focus is also placed on information technology.

### ***Implementation***

For the implementation of the European dimension into the classroom it is assumed that this task applies to all types of schools. Depending on the type of school, the didactic approach needs to be adapted. In primary school, class is directed more toward personal experiences, before coming to a more systematic learning process. In vocational education, the European dimension should be made understandable for the relevant career path.

In accordance with systems of the respective countries, the individual schools have the task of accentuating the European dimension in the curricula and work of their own school. Coordination in conferences, supporting continuing education, or assistance from outside experts could be helpful measures.

Thus, courses in particular subjects have the important task of fostering the identity of European citizen in its content and educational approach. But

the development of and setting of accents in the specific subject is also necessary in the interest of the education of future citizens, who will hold responsibility and thus act as independent thinking civilians in a living and working space without borders. With these specialized and social skills, enlightened and critically educated, the normality of a “borderless” daily life can be better realized.

An important pillar of European education is qualification for bi- or multi-lingual ability. In many European countries, these classes begin already in primary school, in order to fulfill the goal of fostering multi-lingual citizens.

Teacher and student exchanges with partners in other countries have a long tradition and an important meaning not only for learning the language. In border regions, comprehensive school activities have grown. Should Europe in the region develop, education in these areas will play an even more significant role. Teachers can take advantage of opportunities to inform themselves directly in the neighbouring country, pose questions, collect materials, and to generally experience, what is missing in their own school in the books, brochures, and teaching materials on the neighbouring country. School education in the border area can serve as a contact zone between the various circumstances and commonalities as well as conduct an investigative, procedural, and experiential inquiry into the construction of Europe. Through simple, concrete cooperative projects one can learn how complicated the detailed common regulation of topics can be.

At the heart of the matter lies the usage and expansion of language skills, becoming familiar with every day life and culture of other countries as well as the school system and topics that touch the lives of the youth in the participating countries. Considerable financial support is available for instance through EU-programs like Socrates and Comenius. Contact list-serves, school agencies, and a host of organizations help in the search of a partner school, if needed. Simply through dialogue and communication, the partnerships with other European schools allow for the unity of Europe to form beyond borders.

Moreover, teachers have an essential function in European education. They should possess their own European experience, education and language ability and demonstrate European thinking in a convincing manner. The teaching faculty is expected to show personal willingness for continuing work in exchanges. Exactly the cooperative educational projects with a specific subject orientation involve substantial commitment and skills of

the teachers and require special educational arrangements in order to set the implied learning in motion. For the most part, it is a question of experience with collaboration, possible misunderstandings, diversity, insecurities, etc.; in order to reach understanding. Therefore, evaluation of the experience after working together is of equal importance because the various perceptions must be refined and deepened in order to pave the way for intercultural competence.

Education and in-service training of teachers should orient on a continual basis towards Europe and European regions in order to accentuate and strengthen cross-border approaches in curricula and among teachers, particularly for those teaching in these areas.

### *Conclusion*

In summary, when viewing the mission of schools with a focus on European education, the following conclusions can be made:

- The ever closer Europe can be seen as a challenge for schools and their classes and offers large pedagogical opportunities for educating the future citizens of this Community, in order to support their ability to act in a European space. This applies to not only language classes, but to all subjects.
- Exchanges are part of the important steps to discovering another country and to experiencing intercultural learning personally.
- In addition to the goals set in specific subjects, the overarching goals regarding outlooks, attitudes, and languages of neighboring countries need to be kept in sight in order to prepare the ground for European awareness. To learn European living means to accept people, regions, and countries in the plurality and diversity of circumstances and design one's way of living closely together.
- Teachers have to be especially prepared for this task and thus accompanied and further trained.





*Klaus Breil*<sup>1</sup>

## **The Europe School Bornheim**



***“Europe is future, and that is how it should be.  
We are the future and dedicated to achieve.”***

*Excerpt from the school song, Europe School Bornheim*

In 1989 the Europe School Bornheim was founded in Bornheim, a city on the Rhine River between Cologne and Bonn with around 50,000 residents. The school operates as an integrated school encompassing junior high, secondary, and grammar or high schools. Furthermore, the Europe School is one of the integrated schools in North Rhine-Westphalia (one of the states (Bundesländer) in Germany), which qualifies as a fully accredited school with diplomas recognized across Europe.

Our school includes grades 5 to 13 and pupils of ages 10 to 19. Possible certificates are the general secondary, technical/vocational, and grammar/high school diplomas. Overall 1,400 pupils currently attend the school and are taught by a faculty 130 teachers.

1 Klaus Breil, headmaster of the Europe School Bornheim.

As part of its educational approach, the Europe School places a focus on the European dimension, and therefore it was awarded with the “European Medal” from the European Parliament in Brussels.

The following aspects of the European dimension in education are part of the instruction at the Europe School Bornheim and are applied accordingly in the lessons.

Each school espousing European thought must find and define for itself the aspects and outlook for preparing pupils for living in a united Europe. Consequently, this should not represent a mere list; in order to do justice to the mission of a European education, the Europe School Bornheim practices these aspects as well.

The awareness of the European dimension in education has grown continuously in our school. This concerns the student body, the faculty, as well as the parents. After a number of years, the Europe School Bornheim has made a name for itself in the population of the city and its region.

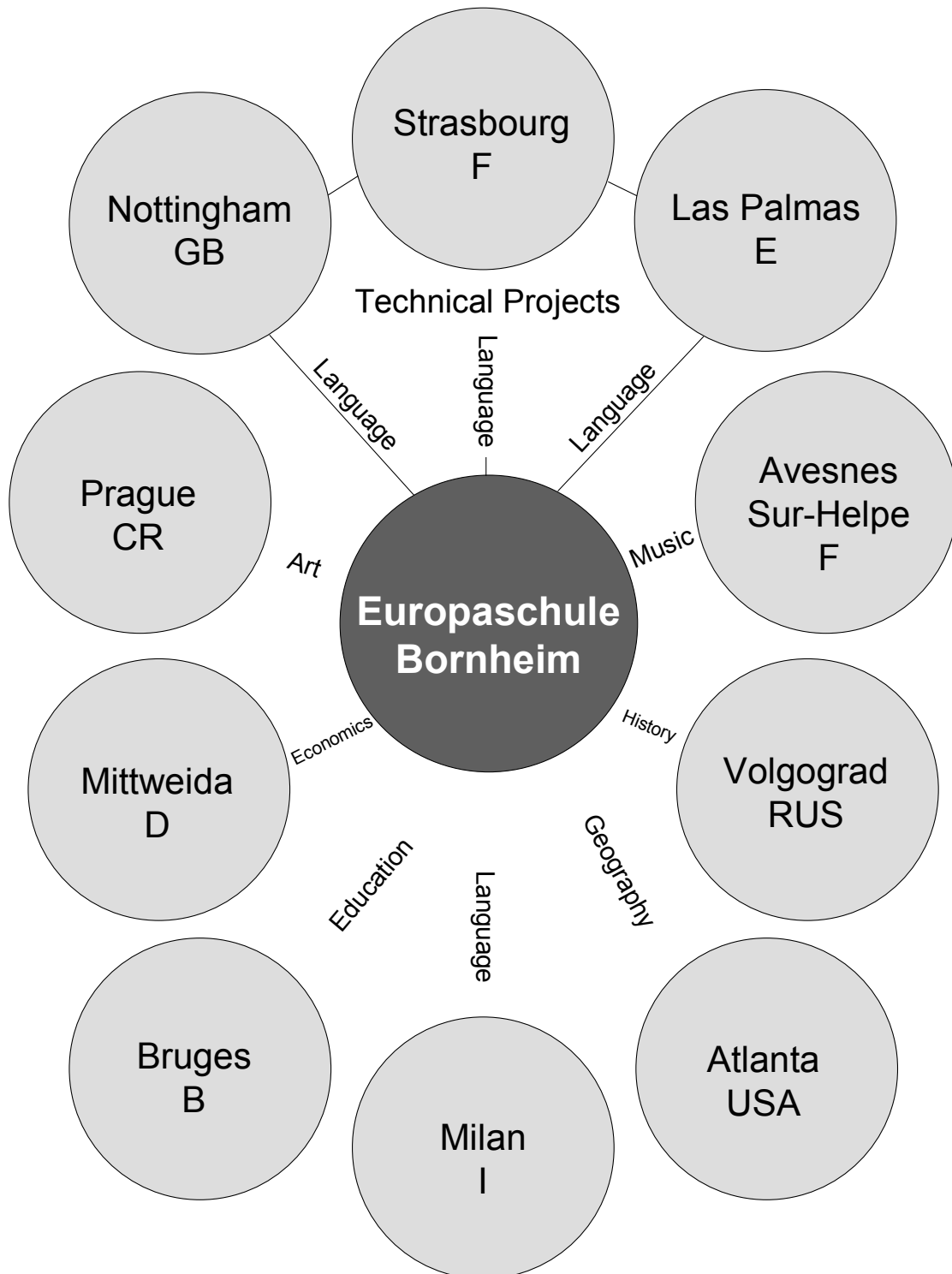
### ***Pupil Exchange Programs***

We strive for a regular, project-related pupil exchange with partner schools in European countries. This takes place through various communication levels such as

- pen pals,
- Email contacts,
- Internet discussions/chats, and
- personal contacts, including – after appropriate preparation – exchange programs.

Not only the significance of the respective foreign language is taken into consideration as an exchange aspect. Certainly, foreign languages, which are taught at the respective school, are important through the encounter between the language pupil and the country where that language is spoken. But then exchanges in Europe would probably only take place between schools mostly in Great Britain, France, Spain, Germany and perhaps Italy. The lingua franca “English” is seen as a gateway to communicate. It offers the opportunity for symmetry to emerge between the pupils in exchanges, since English must be seen as a foreign language for virtually all dialogue participants.

*Pupil Exchange Programs*



We make sure to organize a project-oriented pupil exchange with our partner schools. Partnerships do not consist only of attendance in the classroom; the substance develops through mutual work and activities.

The “Montessori Concept” of learning with the head, heart, and hand must find a place in the exchange. Accordingly, various projects have been set up in cooperation with the partners, such as

- Gymnasium (Grammar School) Prague and Bornheim in Art:  
“Baroque in Prague – Expressionism on the Rhine”. The pupils became familiar with works from artists and architects in Prague, analyzed the art theory, as well as the philosophic and historical approach of the Baroque Age, and copied or described Baroque paintings and sculptures. In Bornheim, the project involved studying Expressionist artists, visiting museums, and looking at the life of Painter Max Ernst, who was born in the neighboring city of Brühl. In this context, the pupils copied also one of his sculptures. The works of the pupils from Prague and Bornheim were displayed in two exhibitions (in Prague and Bornheim). Additionally, the ambassadors of both countries appeared at private viewing and a catalogue of the pupils’ work was published.
- A project between Bruges (Belgium) and Bornheim in Education:  
A comparison between the Belgian and German school systems was attempted during this meeting of our schools. Academic goals were discussed, educational institutions in the respective cities were visited, and a pamphlet with essays from the pupils was published.
- Volgograd (Russia) and Bornheim in the subject of History:  
This project entailed a survey of witnesses to the battle of Stalingrad. Audio interviews and video films were recorded with veterans in Volgograd, Bornheim, Bonn, and Cologne, resulting in an impressive documentary in German and Russian.
- Natural Science project between Strasbourg (France) and Bornheim:  
Both cities are located on the Rhine, about 450 kilometers apart. What changes take place in the Rhine and its landscape or the water quality and what causes this?

## The Europe School Bornheim

In this long-term project, pupils took ground and water samples, analyzed them, found differences and similarities, and worked scientifically together.

- Las Palmas (Spain) and Bornheim in Environmental Protection:

As a final example, this project brought pupils and teachers from the Europe School Bornheim and our partner school in Las Palmas together with the goal of making a practical contribution to the area of renewable energy. Thus they planned the construction of a windmill and solar energy panel. In order to communicate in a common linguistic context, the pupils produced a glossary of specialized terminology in Spanish, German, French, and English.

In Spain, a windmill was built in Las Palmas on the school grounds, and a solar energy panel was built in Bornheim, Germany. For over a year, energy amounts were measured at the respective schools and the results exchanged over the Internet, telephone, and fax.

During an exchange visit, pupils do not take part in the regular classes, rather are excused for the duration of the visit to the partner school and work together on the particular topic.

Years of experience have shown that gaps resulting from missing regular classes are compensated quickly by the pupils, since they acquire various secondary skills: they improve or even complete the foreign language or lingua franca and develop significant self-motivation, all of which promote academic achievement. Moreover, one must consider that during a school period, a pupil participates about one to two times on this type of project; the one week of missing regular classes does not present a large burden.

As past projects indicate, pupils often maintain contacts for years because they collaborated on an intensive project and reached a common goal. The results of projects with the Europe School Bornheim have been presented through expositions, publications, Internet articles, etc., and were of considerable interest to our partners.

## ***EU Educational Programs***

### **SOKRATES**

The EU program SOKRATES promotes transnational cooperation in the area of education. Between 2000 and 2006 the program has a total of 1,850,000 Euros at its disposal. All educational institutions from pre-school to adult education qualify for the program. In addition to the 15 EU member-states, the three EFTA countries, Iceland and Norway participate along with the associated countries Bulgaria, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Rumania, Slovakia, Slovenia and Turkey.

SOKRATES is composed of the subprograms COMENIUS, LINGUA, and ARION.

#### *COMENIUS 1: School Partnerships*

- School Projects: multilateral school partnerships for European education projects
- Foreign Language Projects: bilateral educational projects for the promotion of foreign language acquisition – primarily for the lesser known languages of the European Union and for vocational schools
- School Development Projects: multilateral school partnerships for European education projects and school development

#### *COMENIUS 2: Education and Further Training of School Personnel*

- European topics and foreign language oriented cooperative projects for the development of curricula, further training courses and learning materials
- Internships and study excursions for new teachers
- Assistantships for young foreign language teachers as COMENIUS language assistants in schools
- Professional mobility projects for educators in teacher education and ongoing training to participate in topical or language courses

*COMENIUS 3: Networks*

- Establishment of COMENIUS Networks in the area of School Partnerships and European Cooperation Projects for teacher education and further training

*LINGUA: Language Courses and Acquisition*

- LINGUA 1: Promotion of foreign language acquisition
- LINGUA 2: Development of supporting materials for foreign language courses

*ARION*

- Study trips for political decision-makers in the area of education

The Europe School has either cooperated or continues to cooperate in all of these areas.

The first COMENIUS-Project developed between schools in Spain, Great Britain, Germany, and France in the area of Technology, focusing on “renewable energy”.

An ongoing project – in cooperation with Italy, Belgium, and the Czech Republic – relates to the subject area Art and deals with the topic “the aesthetic representation of people”. Throughout the various grades in our school, pupils work with the diverse European topics in art. Examples include “Goethe in present Europe”, a collection of collages from the fifth grade German and Art classes, puppet figures in the national colors of the participating countries in reference to the “Triad Ballet” by Schlemmer, self-made installations of space and material collages on the subject of “violence”, “single-track thought”, etc. In working groups and special conferences, teachers from our school prepare the curricula for this project and then discuss it with the respective partner schools.

The newest project concerns teacher education in European countries. The multilateral cooperation always has proven productive for the participants and the school as a whole.

## ***Long-term Projects***

Long-term projects are understood as participation in regular classes at a partner or abroad school from three months to a year. A wide variety of opportunities exist among the national agencies or through the European Un-

ion. Foreign or Education Ministries in the host countries for instance often promote pupils with scholarships.

At the Europe School Bornheim, many pupils in grade 9 (15 yrs of age) and/or in grade 11 (17 yrs of age) go abroad for 3 months, a semester, or an entire year. Some preferred destinations include Spain, Great Britain, Canada, USA, Australia, and New Zealand.

Class participation and the performance abroad are recognized as equivalent at the German schools.

### *Internships Abroad*

The Europe School Bornheim has agreed with its partner schools, that the pupils complete abroad their vocational internship in grade 9 and their social internship in grade 12. Pupils then work in foreign companies or social institutions such as children's homes, hospitals, etc., for a period of three weeks. Furthermore, they live with host families and are advised by colleagues at the partner school. Recruitment from the companies, institutions, and host families takes place through the partner school as well. Pupils from the partner schools are hosted likewise in Bornheim, which also advises the visiting pupils and organizes their contacts in companies or institutions. Pupils receive an additional certificate in their degree for their internship abroad.

The Europe School Bornheim has had considerable success with these programs through which Europeans come close together.

## ***Multilingual Course Requirements***

### *Wide Language Selection*

Since multilingual education of pupils must be a goal in a united Europe, a wide selection of languages in elementary and secondary schools is necessary. Thus, schools should not limit themselves only to the generally widespread languages such as English, French, Spanish, but rather also include languages from the smaller EU member-states or Russian.

Whether English needs to be the first foreign language remains questionable. Its status as a lingua franca in computer technology, music, sciences, etc., does not strengthen the motivation to learn a second foreign language.



Therefore it is advisable to choose a different European language as the first and offer English as the second foreign language.

### ***Bilingual Classes***

Bilingual classes are understood as the instruction of subjects (i.e. History, Government, Geography, Natural Sciences, etc.) in the respective foreign language. At the Europe School Bornheim an extended foreign language course results from the instruction of a basic subject in the foreign language.

Pupils normally have 5 hours of English per week. Those, who receive bilingual instruction, have 7 hours of foreign language per week.

Whether purely bilingual classes are held, thus giving rise to a bilingual group, or an elective bilingual track is created, is ultimately a decision for each school to make. In the bilingual track, pupils are instructed together in the core subjects and then divided into courses for the extended foreign language or special topics instruction.

The Europe School Bornheim has chosen the bilingual track approach. As a result, the “creaming-effect” is avoided. Since it can be demonstrated that the bilingual pupils are generally stronger in academic performance, they still remain a part of the core class. This track appears to facilitate the social integration of all pupils.

### ***Certification Courses***

Certification courses are a part of the mandatory school curriculum and require participation in the respective class as well as oral and written examination of material learned. The certification is structured according to the relevant guidelines and curricula of governmental ministries and culminates in the final grade and graduate requirements.

### ***Communication Courses***

Pupils should receive supplementary insight into a foreign language that are not graded or part of the mandatory curriculum. These courses seek to enhance speaking ability in order to communicate in the respective host country. At the Europe School Bornheim discussion courses are offered

according to teaching capacity in Czech, Polish, Dutch, Russian, Portuguese, and Hebrew.

Participation in these courses is not graded, but pupils receive a certificate. All of these courses, conversational practice, and language study experiences are registered in the language portfolio, which the pupils continue to fill out starting with their entrance into the Europe School Bornheim.

### ***Integrating “Europe” into the Teaching Material of all Courses***

It is important for pupils to experience Europe not only through its language diversity, through history and politics. Europe, with its myriad differences and similarities, should also be a part of other courses.

The Europe School Bornheim seeks to incorporate European aspects into the instruction of all courses from German, Math, Physics, Chemistry, Biology, to Social Sciences, Education, even Athletics, etc. The individual subject departments are given the task of developing relevant course units, and have had success through comparative analysis, inclusion of foreign language texts, and usage of new materials. In addition, virtual media are integrated and play an important role.

### ***Conveying European Culture into School Life***

It is given, that the Europe School celebrates “European Day” (May 5) with special programs and events. Likewise, the “Day of Languages” is observed with lectures or discussions in various languages with participation by teachers, pupils, and parents. Although not celebrated in this country, a number of foreign holidays are celebrated at the Europe School as well.

In addition, the Europe School Bornheim conducts an Italian, English, Spanish, and French Week once a year. Meals, songs, and leisure activities of the partner countries are observed.

## ***School Structure***

Schools represent themselves externally as well and thus the image of Europe must be illustrated. The Europe School Bornheim has attempted to incorporate Europe through its school emblem by combining the European stars with the city crest. The emblem is printed on all diplomas, letterhead, and publications (see the emblem on top of the article).

The school song and the flag also reveal the European dimension of the school's instruction and structure. With a structure based on the geography of Europe, even the school building takes the European dimension into consideration. The individual class wings have been named according to countries while the classrooms in each wing are named after cities in the respective country. As a result, pupils continually have Europe before their eyes. A large wooden map of Europe indicates each of the partner schools. An additional partnership board displays gifts from the partner country and information on the exchange programs. Moreover, the school television reports on the school's European activities.

## ***Cooperation with non-educational European Institutions***

Ongoing contact is maintained with

- the European Parliament through participation in Euroscola
- the domestic Members of the European Parliament
- the Embassies of European Countries, and
- the Coordination Office of the European Union in Germany.

The Europe School Bornheim is a member of the following organizations:

- Jean Monnet Society (France)
- NEOS (Network of European-Oriented Students)
- EUSA (Europe School Association).

A strong contact and exchange of ideas also takes place with these organizations.

Further Information is available at:

Europaschule Bornheim

Goethestraße 1

D – 53332 Bornheim

Germany

Tel.: (0049) 2222/9417-0

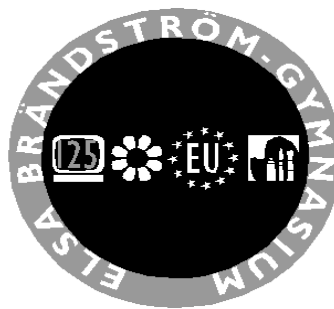
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*Cornelia Meyer-Rieforth*<sup>1</sup>

## The Elsa-Brändström-Gymnasium in Oberhausen



*“We cannot command the wind,  
but we can set the sails.”*

*Motto of the Durham Board of Education, Canada*

The Elsa-Brändström-Gymnasium is located in the center of Oberhausen, a Ruhr Valley city with 225,000 inhabitants. The student body amounts to 1,200, while the school faculty consists of 85 teachers.

For years our school has brought forth school developments and innovations in various educational areas. These are described in our school program, which entered into effect in its first edition on June 11, 1997. The second edition was completed on February 19, 2001.

1 Cornelia Meyer-Rieforth is a teacher of English and PE at Elsa-Brändström-Gymnasium, North-Rhine Westphalia/Germany. At this grammar school she focuses her attention on the teaching of effective learning strategies. She is one of the school's integral staff for the support of open learning arrangements. With her particular interest in promoting media-supported projects, she is head of the English-as-a-foreign-language department and also co-ordinates the international COMENIUS network *BEGA* for the specially gifted in extra-curricular arrangements.

We have compiled four textual pedagogical profiles including *Learning for Europe, Ecology, Cultural Life, and Media Education*. These topics are put into concrete terms and integrated into the classroom.

In light of its various purposes and projects, the following will illustrate, which facets of the European dimension enter the classroom. The categorized portrayal of these aspects means that some projects are mentioned more than once, since a project can serve several aims at the same time.

In our commemorative volume celebrating the 125-year existence of our school, the motto of the Durham Board of Education (Canada) “*We cannot command the wind, but we can set the sails*” provided for an appropriate introduction. Accordingly, our diverse projects dealing with Europe accentuate multilingual education and European integration.

## ***About the School Program***

An excerpt from our school program signals our understanding of “Learning for Europe”:

„Pupils directly encounter in their daily lives a reality, which – as in many countries – is characterized by cultural and linguistic diversity.

We at the Elsa-Brändstöm-Gymnasium value the promotion of intercultural living and learning foreign languages as well as linking the two together.

In an ever-closer Europe, it is essential to show openness and develop understanding for other people, cultures, and languages. At the same time, it is important to contribute to multilingual education.

The Elsa-Brändström-Gymnasium has partner schools in various countries around the world, with whom we cooperate in a variety of ways. In addition to learning foreign languages, our school offers the opportunity to meet young persons from other countries and share ideas as a part of our exchange program. Contact with partner schools does not only mean sporadic cooperation, but also a continual cooperation through which common teaching projects and class partnerships can develop and personal contacts can be maintained. For example, there is an international school newspaper project among partner schools.

In practical, project, and Application oriented courses, the ability to use a foreign language flexibly, evidently, and confidently should be gained. The focus “Learning for Europe” means much more than the intercultural and linguistic preparation of pupils for Europe outside our national bor-

ders, rather it aims additionally for acceptance of cultural and linguistic diversity in our own countries.”

Given the constant changes in our society, schools must remain open, and on the other hand offer orientation. “We experience everyday in our interaction with other people and their ways of life, what it means to live in a ‘plural’ world. We experience simultaneously in these encounters, that there are many opportunities to construct and lead our lives responsibly. We must become capable in a world of various ways of life, life goals, and life forms of dealing with other people and to construct a common living space” (R. Brockmeyer). Learning environments with a relevant European education offers for a realization of these goals.

### ***The International Preparation Course***

Together with the RAA (Regional Center for Foreigners) of Oberhausen, we provide special courses in the seventh class, in which girls and boys from other countries within and beyond Europe are prepared to visit a gymnasium. The period of stay depends on the progress in the German language, which leads to various levels of promotion. The average number of 15 pupils in a class as a guiding principle allows to address the pupils individually according to their talent, age, and language ability. This leads to 100 % passing of pupils to the eighth class. The next existing threshold is the area of foreign language, but pupils from abroad can be exempted from the foreign language requirement. German counts as the first foreign language, and in the ninth class, the elective course component forms a course requirement, and either French or Latin is mandatory as the second foreign language with four hours per week.

At the end of the secondary level, these pupils must successfully take an exam in the native language from a central committee outside of the school. Consequently, the foreign pupils can also acquire a full degree and the right to attend the upper level of the Gymnasium after the tenth class.

### ***Specific School and Course Projects***

“Our rapidly developing society exists of individuals, who gain knowledge, learning methods, and social competency in different ways their whole life. Open forms of teaching make it possible to discover, promote, and develop abilities and skills and supporting youth and students is an

important part of that. We equally support specially talented pupils with a wide variety of learning ability, whenever possible. We also strive for the integration of international pupils, even if they do not speak German yet.

Especially in light of its project and voluntary work, the Elsa-Brändström-Gymnasium finds itself on this way.” (School Program Excerpt)

These principles are bound to predominantly broad, project-oriented activities. They clearly exemplify the European idea very practically, since they create significant and meaningful learning arrangements.

### *International Brainstorm (IB) – the international school newspaper*

A newspaper is published twice a year together with our partner schools in Europe and North America, while the planning, production, and distribution is coordinated by the Elsa-Brandström-Gymnasium.

The elective newspaper course for classes nine and ten developed from the school partnership with the Liceo di Lugano (Switzerland) and has grown enormously in meaning and identity for the participating pupils and their schools. The number of interested schools is rising. In the near future, eleven schools will participate (see picture 1 in Annex).

In addition to continual Email-contacts with the schools abroad, there are actual meetings, which facilitate authentic intercultural life. New headline topics and article layout are discussed, and excursions take place. The journalism and media career path links the pupils and makes communication with other countries exciting!

For the purpose of investigation, the course is also often on the move. Pupils recently visited the “Nedwork”, a Dutch PR firm, and attended a preview before the official opening of the “Floriade”. The pupils’ articles on this gigantic terrain near Amsterdam, where significant agricultural expositions take place every ten years, were published in a renowned cross-regional daily paper. Further impressing experiences for their image of Europe were made in the Rijksmuseum and the Anne Frank House in Amsterdam.

The brochure points out the focus of intercultural aspects and the media-setting task of this course, in order for interested pupils to clearly recognize the profile. All languages are welcome as long as the published article contains an English-language summary. Thus, communicating through the “lingua franca” is always possible for all partners (see picture 2, Annex).



The newspaper's own website ([www.gym-elsa-ob.de/schueler/ibonline](http://www.gym-elsa-ob.de/schueler/ibonline)) and Email-address ([int.brain@elsa.ob.nw.schule.de](mailto:int.brain@elsa.ob.nw.schule.de)) are frequently visited and used.

The detailed description and curricular qualification of this course cannot appear here due to reasons of space. A comprehensive portrayal is available at: [www.netzwerk-medienschulen.de/dyn/bin/2745-2746-1-oberhausen\\_intern\\_sz\\_nh.rtf](http://www.netzwerk-medienschulen.de/dyn/bin/2745-2746-1-oberhausen_intern_sz_nh.rtf)

### ***Project for the Promotion of Multi-Linguality during the European Year of Language (ejs) 2001***

On June 8, 2000, the European Parliament and the Council of the European Union declared the year 2001 as the European Year of Language. The main goals include the promotion of multi-linguality and lifelong learning of languages. On the website ([www.europarl.eu.int](http://www.europarl.eu.int)) the parliament states that promotion of knowledge of other European languages in addition to the native language contributes to the development of successful political, economic, and personal contacts between people of different language groups; thus, this supports understanding for other cultures and helps to eliminate xenophobia, racism, and intolerance.

In our school, we had an entire project day of language. Native speakers of non-German nationality (parents, relatives, friends of pupils) conducted short language courses, foreign-language films were shown, we viewed foreign websites, read in non-German books and texts, wrote creative stories, learned about acknowledged foreign language certificates in English (APIEL, see below) and French (DELF, see below), distributed a special edition of *International Brainstorm*, among other activities (see picture 3, the European Year of Language). The unanimous opinion among pupils and faculty was that the school should repeat this event every year.

### ***Foreign Language Competition: the Federal Contest for Foreign Language***

Participation in foreign contests promotes the usage of learned languages and expands learning contexts. Particularly the Federal Contest for Foreign Language in Germany is well fitting given its annual regular and demanding competition for academic performance. Categorized by class/age group, form (individual or group), language, and topic, each participant chooses his or her field of utmost interest, in order to gain, use and document language experience.

Various areas are set up for this purpose:

- Multi-language competition for upper level pupils
- Individual competition for pupils in classes 9 and 10
- Group competition for pupils in classes 7 to 10
- Group competition for trainees in vocational schools
- Extra competition in Chinese and Japanese for beginners

A combination of printed and taped material is supposed to serve as a competition entry. Our school has often won awards, especially in French.

Details available at: [www.bundeswettbewerb-fremdsprachen.de](http://www.bundeswettbewerb-fremdsprachen.de)

### *The European Portfolio of Languages*

Beginning in the fifth class, the portfolio of languages has been used at our school for many years. The general description of this portfolio reads:

“With the *European Portfolio of Language*, the Council of Europe offers a tool to categorize the skills necessary to communicate in a multi-lingual Europe with the goal of being able to express oneself in other countries. Three parts exist:

In the *Language-Passport* skills and knowledge for all languages of an individual are documented. The ability is classified by the competency level as defined by the Council of Europe for learning and teaching languages.

The Language-Passport contains further information such as acquired certificates and degrees, type and duration of language visits, and projects of intercultural and cross-border learning.

The Language-Passport can be used by gains and professional changes, through switching schools or educational institution, by passing one level to the next education phase as well as admission to courses in further training.

With the *Language Biography*, one can depict the course of one’s own linguistic and intercultural learning and value personal learning progress. This supports dialogue with teachers and helps pupils to structure their own learning. At the end of an educational phase, the information in the Language-Biography are summarized and entered into the Language-Passport.

In the *File* works of all kinds are stored, which were particularly successful for the owner of the portfolio. These works can include written texts in the languages that are in the Language-Passport and Language-Biography,

recordings of oral communication, or special performances on audio or video cassette, disk, or CD-ROM.

The File serves a dual function: on the one hand, it helps to make one aware of the different stages of learning, while at the same time documenting one's own abilities, for example for applications."

### ***The Upper level in North-Rhine Westphalia: English and Geography***

A new classification of subjects is taking place in the state of North-Rhine Westphalia through the streamlining of the upper level of Gymnasium, which is in the discussion stage in many upper level conferences. Our school is preparing a combination of English and another subject with the German language Geography course, which is expected to provide advantages for foreign language learning. The added value is obvious:

"Combinations of multi-topic subjects lead to synergy effects like the development of multi-perspective thinking, increase of foreign language competency in English as the global language, enhanced practical and applied orientation in the substantive and methodical area of both subjects, and interdisciplinary comprehension of complex learning material and deepened methodical access, all of which promote an enhanced gain of knowledge and thus expanding intercultural, political, social, linguistic, and geographic learning experience." (Excerpt from Profile on Education in the Gymnasium Upper Level)

### ***Significant Non-Academic Partners***

A number of non-academic partners continue to offer our pupils excellent opportunities to gain experience abroad.

#### ***Rotary International Scholarship***

One of the declared goals of the *Rotary Foundation* includes the support of relevant sectors of society. The youth service of each club annually organizes Exchange Programs as one-year scholarships for pupils with above-average school performance in many countries around the world. The families of *outbounds* (pupils leaving for abroad) offer their support to host pupils from abroad and thus minimize costs for each family.

The benefits of a one-year exchange in linguistic, cultural, and personal experience are certainly indescribably positive. The role of ambassador of

one's own country is also a task for the exchange pupil, which the Rotary Club views as highly important. Informational events take place regularly in our school, where the local Rotary Clubs attend in order to provide information on the application process and encourage the upcoming *out-bounds* to spend their 11<sup>th</sup> level in another country. Attending school is of course a part of the exchange.

Our school also has been a meeting place for ROTEX, to which pupils from various countries on an exchange in Germany gather for a weekend seminar: an international meeting of young people, who meet in the athletic hall of the school and participate in a short seminar with high efficiency and sustainability.

### *Our British Partner School and the "WiganWorkExperience" in the 11<sup>th</sup> Level*

Several pupils regularly apply in October for a position in a two-week internship abroad in Great Britain. A colleague of our partner school in England coordinates the process, in order to find a host family and internship position and arrange transportation from and to the Manchester airport. The travel time occurs in the second half of January.

The regional administration in Düsseldorf is the relevant agency and must approve of this educational internship, which is not under direct school supervision. Our goals are laid down in the application:

“Pupils receive an opportunity to directly learn about the professional and working world in England, to become familiar and critically deal with the social reality. Additionally, the internship promotes language competency in English as cross-border learning.

The following internship positions are available and are advised by the partner school (...):

Language Assistant, Primary School Assistant, Kindergarten Assistant, Office Work in Wigan Promotion Centre.

Our colleagues organize room and board in English families as well. The German families are responsible for the flight and travel costs and possibly extra costs in addition to food while staying with the family.”

At the same time, we offer the British pupils the opportunity for an internship abroad in Oberhausen. All participants receive different certificates, which can be added to their future portfolios or application materials. The

benefits for personal experience, language competency, and European co-operation are of enormous significance.

### ***COMENIUS – International Projects of the EU***

The European Commission offers schools to participate in their COMENIUS-Projects, which the Elsa-Brändström-Gymnasium has done already on several occasions.

Since August 1, 2002 (until July 30, 2005), we have been working together with 18 schools from Romania (EU accession country), Hungary (EU accession country), and Spain (EU member) in a network. The participants of this international network have committed themselves to attend a number of transnational meetings at one place, to plan appropriate activities and to implement, evaluate and meticulously document these common efforts. The topic and focus of this network is the promotion of talented pupils.

Further information on SOCRATES and COMENIUS are available at the SOCRATES website: <http://europa.eu.int/comm/education/socrates.html>

### ***Assistant Teachers and Interns from Canada, France, Great Britain, Italy and the U.S.***

All assistants and interns visiting our school from Canada, France, Great Britain, Italy and the U.S. are a welcome support for authentic foreign language classes. These young ladies and gentlemen accompany our teachers up to a whole year in their courses and lead small groups for review or conversation training.

Interlevel courses are available for the entire school community. Courses like “*Conversation on demand*” are an excellent example of authenticity and intercultural learning. The voluntarily participating pupils make an appointment with the assistant teacher and decide at each meeting about the topic of conversation. A number of groups normally have to be organized due to the amount of interest.

### ***Foreign Language Certificates DELF and APIEL: Proficiency Assessment and Testing***

Successful passage of the DELF (*Diplome d'Enseignement en Langue Francaise*) and APIEL (*Advanced Placement International English Language*) exams allows for shortened attendance of an Anglophone or Francophone university or college. Those who pass this international test are

exempt from the cumbersome language proficiency tests when applying for study abroad.

The organizer of the English test, the *College Entrance Examination Board* in New York, sends standardized test questions in the categories of Writing, Listening, Speaking and Reading to all test sites in a country so that all tests can take place simultaneously. Pupils can often take the test near their home or even in their own school. The Elsa-Brändström-Gymnasium has conducted the APIEL test for four years now. Pupils must pay EUR 90 themselves to cover the test costs.

The English course in Germany suffices as preparation for the five-hour exam; expensive and time-consuming courses or learning material are unnecessary. The results of our pupils have been more than satisfactory each time.

If interested, more information is available at: [www.collegeboard.com](http://www.collegeboard.com)

The organizer of the French test is available at: [www.if-duesseldorf.org/delf/delf-dalf.html](http://www.if-duesseldorf.org/delf/delf-dalf.html)

### ***Cross-Border Learning by Travelling***

“Learning from one another: The essence of life is encounter.” (Martin Buber)

Interaction is irreplaceable in accordance with this motto. If travel is furthermore possible, then the joy and diversity of learning increase as well. Our pupils and accompanying colleagues have continuously made this experience.

Fortunately, the Elsa-Brändström-Gymnasium has many national and international contacts and partners, with whom we cooperate. The following provides a brief summary of our programs and benefits.

Pupils from our partner school “*Deutsche Schule Istanbul*” stay with our pupils’ families every autumn. They experience five school days “Turkey in Germany”, take trips in the region, and participate in workshops of the “International Brainstorm” (IB) as well as in other working groups. A true “we feeling” develops through an international product! The corresponding exchange takes place in spring, when German pupils fly to Istanbul.

In March of 2003, 14 pupils of the “International Brainstorm” course and the *Liceo di Lugano (CH)* on Lake Lugano will meet for a four-day bicycle tour around Lake Constance for the project “Newspaper Course in Switzer-

land". At the same time, they will discuss articles for the topic of the next newspaper (Media), in order for the next edition to be published in time before the end of the school year. The anticipation, also in light of the expected efficiency, is considerable.

British pupils from our partner school in Preston, Great Britain, travel to Oberhausen regularly to get to know our school and start from here to their choir performances tour throughout Germany. The experience for German and English families in the project "Boys Choir from GB in German Families" is beneficial because the exchange is characterized by authentic experiences and professionally organized concerts.

In December 2003, pupils in levels 8, 9, and 10 will travel to a three-day weekend project in the center of Paris. The project aims for cultural and intercultural experience, which the French textbook has inspired. Many lessons of this book take place on the *Rue Daguerre* in the 14<sup>th</sup> Arrondissement of the French metropolis. And there are many decent tourist hotels there, which make a stay possible and exceptionally worthwhile. In two days, the groups can complete the projects very well and present them in school upon returning.

Similar trips are organized to Liège, Belgium. A project can be completed in one day when travelling from Oberhausen.

*Cansfield High School* in Wigan near Manchester conducts school trips as part of their foreign language courses and visits France and Germany in turn every second year. Pupils stay in the youth hostel of our neighbouring city Mülheim, from which they can reach us in 20 minutes in order to collaborate on common activities during their project "Wigan/GB in Oberhausen and Mülheim". During the last visit in 2001, pupils worked on "International Brainstorm", visited museums in Cologne, and planned a *Soirée* together.

Pupils from the *Liceo Scientifico P. Gobetti* in Florence, Italy visit our Upper Level in autumn, participate in class, and experience the region with our pupils. In the corresponding trip, our pupils fly to Tuscany in the spring for excursions and to integrate the results in our Italian projects. Excellent benefits for international communication and understanding for everyone involved in the project "Florence, Italy in Oberhausen and vice versa ..." are guaranteed.

Currently five European, Australian, and Mexican girls and boys are visiting our school as part of their Rotary exchange year, staying in German

families. The visit of our school is obligatory. At the same time, they can take trips inside and outside of the country, some of which are even supported by Rotary International. The visit of course affects our school community: articles appear in the school newspaper, messages in our school mail, which is published every second week and sent to all families, etc.

The network for scholarships in the EU (COMENIUS, ERASMUS, etc.) plans to organize school trips in all participating countries, as soon as the results of common work in established projects are presented. A pleasant inauguration of this endeavour was held in the first international conference in November 2002 in Germany. The next international conferences will be in Hungary in May and in Romania in October 2003.

### *Excursions, Exchange and Additional Opportunities*

As far as allowed by the course program, *Course Excursions to the European Parliament in Strasbourg* can be an enriching experience in order to understand even better the European dimension.

Relevant subjects include languages, history, government, economics, and related topics in other courses. Members of the European Parliament are appropriate contacts who have necessary budgets and can choose plenary sessions for the pupils to attend.

Identification with Europe materializes with such trips, since pupils often have abstract images of European integration and EU institutions such as the parliament. Barriers in foreign language ability are eliminated through the interpreters.

Even without direct contact and travel, the purpose of cross-border learning promotes intercultural learning, even at home, facilitated by Internet and email projects in class.

A special highlight is the *Christmas and Easter Parcel Project* with our partner school in Wigan, Great Britain. At Christmas, all pupils in the fifth level receive a large package with numerous small gifts and decorations from the pupils of the same level at the English school. Recipes, Christmas cookies and treats, poems, books, CDs, and other Christmas gifts are sent along with a number of handwritten letters. This provides plenty of material for class Christmas letters are written back. Three weeks before Easter, we prepare our packages for the English classes filled with appropriate stuff – always an utmost worthwhile activity.



In addition to the exchange programs described in detail (ROTARY, ROTEX, WiganWorkExperience), each pupil can complete up to a year of school abroad. Most often pupils take advantage of this in the 11<sup>th</sup> level.

There is the opportunity of private organizations with travel agencies, invitation from relatives or acquaintances abroad, and other non-school partners who can even offer scholarships. Several pupils also spend time with families from our partner schools.

“*Exotic*” *working groups* in Hebrew and Japanese are another special opportunity. Cooperating schools express their invitation at the beginning of the school year so pupils can plan their participation in time: an excellent chance for language enthusiasts, who may consider a year abroad or would like to expand their foreign language ability out of personal interest.

Almost all *scholarship programs with European partners* are appropriate promotional programs for talented pupils. Nevertheless, the goal of promoting special talents seems to be most fully realized in opportunities that demand the most independence and self-reliance. This includes the year abroad through Rotary International as well as the internship abroad, which we coordinate with our partner school in Wigan, Great Britain (*Wigan-WorkExperience*). Furthermore, competitions (i.e. through the EU) facilitate to a large degree the presentation of special abilities.

Last year, the Japanese *Osaka Chamber of Commerce* sent us an invitation to send some highly qualified young individuals to a five-day conference on sustainability and globally relevant issues. This international conference is an excellent project for the promotion of talented pupils. Information is available at: <http://www.osaka-jc.or.jp>

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Cornelia Meyer-Rieforth

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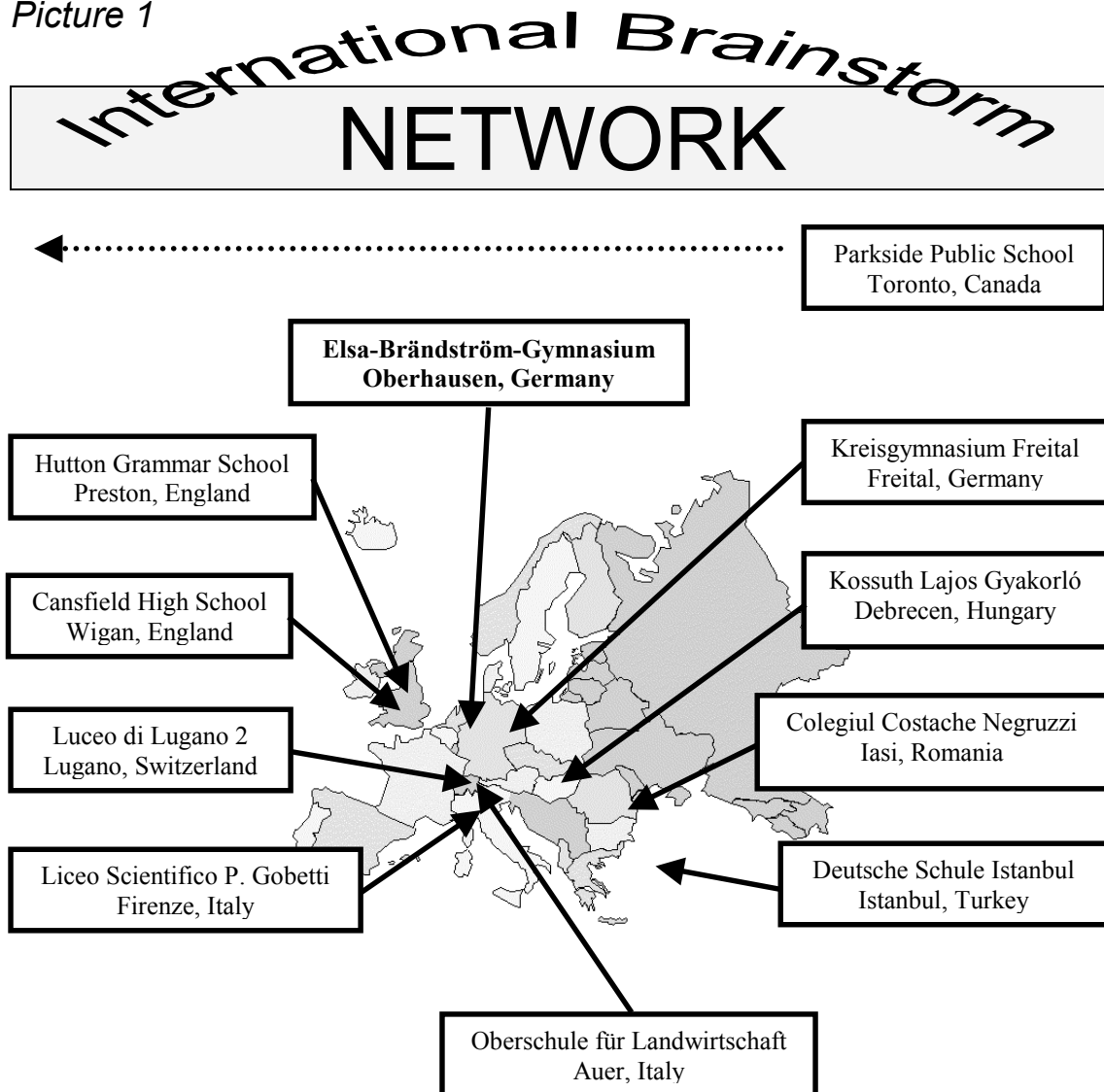
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## Annex

Picture 1



*a piece of Europe  
a part of the world*

Christian-Steger-Straße 10-11 46045 Oberhausen GERMANY  
Phone: +49 / 208 / 8 57 89 – 0 FAX: +49 / 208 / 8 57 89 – 11  
Email: [int.brain@elsa.ob.nw.schule.de](mailto:int.brain@elsa.ob.nw.schule.de)  
Internet: [www.gym-elsa-ob.de/schueler/ibonline/willkommen.htm](http://www.gym-elsa-ob.de/schueler/ibonline/willkommen.htm)

Picture 2: IB Flyer

## The International School Newspaper INTERNATIONAL BRAINSTORM "IB" (Studying Europe/Media)

*Seven good reasons to join the newspaper course as an optional subject for YOU!*

1. Your article will be sent out into the world, as our international partners in England (near Manchester), in Italy (Florence), in Switzerland (Lugano), in Turkey (Istanbul), in Romania, in Hungary, and in Canada (Toronto) collaborate in the field of a common International Brainstorm (IB) magazine. All schools involved receive copies of the magazine. So all foreign languages are always really welcome.

2. You will be one of those issue. In our section can be published. The be agreed upon by the themselves, and there will the new ideas for the

Thus, we focus our team supporting

3. And even the very is one of our prominent

with a cross-regional daily paper and with the SPIEGEL, a weekly German news magazine, which show us how journalism really works. There is no question about that: all papers are totally free for you. You will even receive some of them at your home address.

4. From time to time we are invited to participate in local or national competitions. Of course, we have not missed one single opportunity.

5. Those interested can be offered to take part at a seminar designed for student journalists which is organized by a famous German finance and monetary institute every year in Düsseldorf/Germany. This excellent opportunity is usually booked up early because there is no better way of meeting authentic professionals in the field of top class journalism.

6. There is no question about the fact whether we need information technology. Of course we do. So we are able to share a 6-PC-working station. All PC based work will be done here, in an extremely suitable surrounding.

7. And last but not least: Research, contact with our international partners, and particular requirements for a professional layout for the articles require Internet access, and that is our bonus.



who decide on the coming "Forum" all kinds of themes section "Main Theme" will members of the course be a regular variety due to coming volume.

attention on individual and responsibility.

reading of daily newspapers activities! There are projects

*Picture 3: The Project Day of Language*

## European Year Of Language 2001

Presentation of curricular and extra curricular results of (foreign) language acquisition at Elsa-Brändström-Gymnasium Oberhausen in September 2001

<b>Subject/Department/Responsibility</b>	<b>Form of Presentation</b>
Browsing: French/Latin	A lesson
Studying in our Centre for Self-Studies (SLZ)	Experimenting with/experiencing the new material for Self-Studies: Software, Books, Cassettes, Diaries, Logbooks, Competitions
Portfolio of Languages	Self-Assessment
Euro-Words – A Journey of the Words through Space and Time	Game
The Island of all the Happy and Unhappy Learners of Languages	Event
Workshop DELF / APIEL	Let's Prepare one Unit
APIEL	Practice of Speaking, Writing, Listening, Reading Comprehension
Dutch	Compact Course: Beginners of Dutch
One very good Reason to learn English (Meeting a Native Speaker)	Interview/Speech/Presentation
Entries for the Competition	Exhibition
Exhibition of Results from our Lessons	
Reading Corner	Books, Brochures, Comics and such... in various Languages
News Workshop	
"An American in Paris"	France and the French in the Eyes of Anglophone Artists ...
Dancing on Words ...	Establishing a Context between Language and Movement ...
Wanted: the best Websites for Language Acquisition	Possibilities of Studying Languages in WWW
99 Words in Spanish Quieres salir commigo?	Everyday Communication: Flirts, Dates, Contact, Making Friends ...

Cornelia Meyer-Rieforth

Nihongo (Japanese)	Everyday Communication: Experiences in Japanese
Russian	Everyday Communication: Experiences in Russian
Buongiorno	Italian for Beginners
Ni shuo hanyu ma? Chinese	Chinese for Beginners
Tasting the Classic Culture	
Let's browse in the French Library/ Institut Français / Local Universities	Excursions

## **ZEI-Paper: European Integration and South Eastern Europe**

Bisher erschienen / Already published:

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