

# EUROPEAN MASTER

edge hill



of Development Studies  
in Social and  
Educational Sciences



## Course Guide

European  
Perspectives on  
Social Inclusion



### **Programme Title**

“EUROPEAN PERSPECTIVES ON SOCIAL INCLUSION”

### **Course Aims**

The MA degree study course DEVELOPMENT STUDIES IN SOCIAL AND EDUCATIONAL SCIENCES is being developed by seven universities from six participating countries and disseminated to a larger group of universities in Europe.

The aim is to work towards a qualification for people working in the areas of social care, social justice, education and allied occupations and to enable them to critically understand dimensions of social discrimination within Europe.

- To interpret, differentiate and critique the key theoretical debates concerning contemporary human rights and equal opportunities.
- To evaluate the research methodologies underpinning these debates.
- To pursue specialised and in-depth work in specific areas of rights and opportunities.
- To research and submit a substantial and original piece of research appropriate to the scope of the taught curriculum and develop a research justification for an appropriate study.
- To commonly develop visions and action-strategies that can form a “Social Community of Europe”

### **Structure of Programme**

Length	24 months
Mode of Study	Part-time
Credit Points	60 ECTS
Learning hours	1850
Directed hours	1500
Contact hours	300 (150 Core Modules + 150 Optional Modules)
Tutorial hours	50

## European Master of Development Studies in Social and Educational Sciences

University	Core Modules to be taught in all 13 Universities (visiting professors)	Optional Modules to be taught at local Universities
Universitatea "Al. I. Cuza", Iasi, RO	· Research Methods*	European Perspectives on: · Poor People · Chronically Ill People* · Mental Health
Hochschule Magdeburg- Stendal, University of Ap- plied Sciences, DE		European Perspectives on: · Disabled People* · Elderly People · Drug Addicted People*
Universidade Técnica de Lisboa, PT		European Perspectives on: · Disabled People · Migrants · Drug Addicted People
Universidade do Porto, PT	· Ethics and Social Justice	European Perspectives on: · Migrants* · People in Custody · Roma
Edge Hill University College, Ormskirk, UK		
Karlstads universitet, Karlstad, SE	· Visions of Europe	European Perspectives on: · Disabled People · Drug Addicted People* · Elderly People*
Eötvös Lorand University of Sciences, Budapest, HU		
Tallinn University, EE	· Theories of Social Exclusion	European Perspectives on: · Disabled People · Mental Health · Chronically Ill People*
University of Timisoara, RO		European Perspectives on: · Mental Health · Migrants · Elderly People
Universidade Católica de Braga, PT	· Comparative Social Policies in Europe	European Perspectives on: · Poor People* · Elderly People · Disabled People
Lillehammer University Col- lege, NO		European Perspectives on: · Disabled People · Poor People · Elderly People
National University of Zaporizhzhya, UA	Theories of Intervention and Social Change	European Perspectives on: · Drug Addicted People · Disabled People · Elderly People
University of Nijmegen, NL		European Perspectives on: · Migrants* · Disabled People · Elderly People

Optional models that are taught in English are marked with an asterix.  
Each of the 6 Core Modules is taught in all 13 Universities by visiting professors  
Each University is teaching 3 Optional Modules according to the list above

## Core Modules Contents

The Core Modules are to be taught by Visiting Professors.

### **1. Research Methods**

Common sense and scientific thought. Social theory and social research. Values and ethics of research. Research processes. Basics of statistical treatment and quantitative data analysis. Subject sampling and experimental control. Observation, interviews, questionnaires and action research.

Qualitative data analysis. Research report.

#### ***Compulsory Literature***

Dafinoiu, I. / Lungu, O. (2003): Research Methods (Frankfurt am Main, et.al.) Peter Lang; Babbie, E. (2001): The practice of social research (9th ed.) (Spain, United Kingdom, United States) Wadsworth; Pole, C. J. & Lampard, R. (2002): Practical social investigation: Qualitative and quantitative methods in social research. (London) Prentice Hall.

### **2. Ethics and Social Justice**

In its various interpretations and practical realisations, the concept of “social justice” has directly and indirectly been a continuous thread in the philosophical and social history of Europe, particularly as it is based on the credo of the occidental fundamentals of democracy, i.e. (social) equality and liberty. The supranational changes in our current societies are characterised by processes of economic globalisation, dissolving social structures, scarcity of resources and European integration as well as by the consequences of increasing social inequality and an increased exclusion of marginalised social groups. All these aspects represent ethical, political and social challenges, which – in order to create and preserve social peace – urgently call for new answers. In our search for a reassurance about the ethical basis of a socially just conception and organisation of society in a Europe growing together and in our search for adequate structures of action, new social movements and groups play an increasingly important role regarding the concept of civil society.

The aim of this module is to give an overview of the ethical and sociopolitical facets of social justice against the background of historical change. It focuses on empirical studies regarding concepts of justice in Europe and outlines new orientations and actions in the context of European politics and innovative movements.

#### ***Compulsory Literature***

Bloemers, W. (2003): Ethics and Social Justice (Frankfurt am Main, et.al.) Peter Lang; Kluegel, J. Retal (eds) (1995): Social Justice and Political Change -Public Opinion in Capitalist and Post-Communist States- (New York); Rawls, J. (1971): A Theory of Justice (Cambridge)

### **3. Theories of Social Exclusion**

Social exclusion or the “invisibility” of ignored groups in different European countries has become a central concern whose causes and implications are widely debated. Some theoretical models - emerged from different disciplines such as medicine, psychology, sociology, economics – attempt to “explain” the reasons for social exclusion; others focus on how systems of reason produce exclusion by normalising certain characteristics and capabilities of the individual. Recently, the issue of social exclusions has been the subject of research enquiry amongst “excluded people” themselves. This module will approach the problematic of social exclusion by way of analysis of the symbiotic pair social exclusion/social inclusion. Its main concern will be the problematisation of this pair in different contexts (both social, cultural and educational and at the local, national and supranational levels) through an analysis of five of the sites – body, work, identity, citizenship and territory – upon which social exclusion/inclusion makes its impact. Thus, an inductive approach to theories on social exclusion (and social inclusion) will be developed through the study of their real effects on individuals, groups and society.

#### ***Compulsory Literature***

Rodrigues, D. / Stoer, S. (2003): Theories of Social Exclusion (Frankfurt am Main, et.al.) Peter Lang; Beck, Ulrich (1992): Risk Society (London) Sage Publications; Castells, Manuel (1998): End of Millenium (Oxford) Blackwell.

### **4. Visions of Europe**

Europe’s culture is based on a complex, complicated and contradictory synthesis of multicultural based on Hellenism, Ancient Rome, Judaism, Islam as well as on Christianity. Europe can be seen as an eccentric identity while Europe’s history is characterised by a form of multiculturalism. Contents: influence of religions, philosophies and politics on culture, identity and social politic in Europe. Europe as a symbol for peace, equality, justice. A multicultural conception of Human Rights.

From an economic to a human-ecological view of Europe. European social policy: rhetoric and reality in the past, present and future. Visions of Europe according to the programmes of different political parties in different European countries. The way political parties act.

#### ***Compulsory Literature***

Dienel, C. / Wisch, F-H. (2003): Visions of Europe (Frankfurt am Main, et.al.) Peter Lang; Beck, Wolfgang (Ed.) (2001): Social quality -a vision for Europe- (the Hague); Chamberlayne, Prue (Ed.) (1999): Welfare and culture in Europe -towards a new paradigm in social policy- (London) Kingsley.

### **5. Comparative Social Policies in Europe**

If Europe is to grow from a geographical collection of national states to a more unified concept, there is a need to uncover similarities and differences in social policy. The module sets out to explore some of the political, economic and philosophical approaches that create and relieve social disadvantage. Policies emerging from the European Parliament will also be explored. Contents: language of policy/comparative policies. Treaties of Maastricht, Amsterdam, Salamanca/statistical economic-political comparison/political comparison/political underpinnings to European policy formations e.g. democratic, communist, left wing/right wing/liberal. The module sets out to explore the theoretical contexts in which social policy can be evaluated and goes on to explore new threats and challenges to European social inclusion. Students will be expected to begin to develop their own comparative analysis of social policy.

#### ***Compulsory Literature***

Johnstone, D. (2003): *Comparative Social Policies in Europe* (Frankfurt am Main, et.al.) Peter Lang; Petersen, A. et.al. (1999): *Postmodernism, Citizenship and Social Policy* (London) Routledge; Townsend, P. (1995): *The Rise of International Social Policy* (London) Policy Press. *Compulsory Literature*

### **6. Theories of Intervention and Social Change**

The module provides a comprehensive introduction to concepts, theories, strategies, special methods of intervention and professional helping activities. The social context of human problems and institutional systems of intervention and social changes are elaborated. The module lines up social theories of change, different forms of professional interventions and a practical introduction to communication skills of helping and intercultural social competence. The module introduces some concepts of professional helping services that promote creative change in the life of individuals and the society, like welfare work, counselling, empowerment and advocacy.

#### ***Compulsory Literature***

Eriksson, B. / Falch, A. B. / Lisznyai, S. / Ritook, M. (2003): *Theories of Intervention and Social Change* (Frankfurt am Main, et.al.) Peter Lang; Ivey, E., Ivey, M. S. & Downing, L. (1994): *Counselling and Psychotherapy* (New Jersey) Simon and Schuster; Parrot, L. (1999): *Social work and Social Care* -East Sussex Gildredge Social Policy series- Editor Pete Alcock. *Theories of Intervention and Social Change*.

## Optional Modules Contents

The Optional Modules are to be taught by Professors of the local universities.

### **European Perspectives on Chronically Ill People**

Social exclusion is multidimensional in nature. As a result, measures to combat social exclusion have to be developed in a wide range of policy areas such as employment, social protection, education and training, health and housing. This module is designed to help students to be able to discern the chronic illness determinants of social exclusion and its potential and actual innovations toward inclusiveness.

### **European Perspectives on People in Custody**

The module sets out to interpret, differentiate and critique key theoretical debates which contextualise current issues in relation to criminal justice and human rights. It also seeks to help students to understand and demonstrate the complex relationship between the state, the rule of law and the relations to class, patriarchy and neo-colonialism as they relate to current theoretical and political discourse across Europe.

### **European Perspectives on Disabled People**

In this module the circumstances of disabled people and their cultures are the central themes. The concept of disability in a European context will be explored and evaluated. The link between social inclusion and empowerment is also critical. The theme of political rights and legislative change in relation to policy and practice in educational and wider social settings will also be examined, together with strategies for intervention and change.

### **European Perspectives on Drug Addicted People**

The overall aim of the module is to introduce concepts, theories and research dealing with the social context of drug use throughout Europe. Theories, concepts are to be discussed as historically and culturally bound entities. The material provides a deeper knowledge of the characteristics of drug use and includes a sensitive and humanistic approach to the problems associated with drug use. The course will give theoretical and practical knowledge and basic skills of interventions in the drug field. The module will also emphasise the multicultural aspects of the different approaches to intervention, prevention and treatment. It contributes to the development of awareness and responsibility of psycho-social implications of drug-related problems.

### **European Perspectives on Elderly People**

The overall aim of the module is to critically reflect on the situation of elderly people in Europe from empirical and theoretical points of view. Demographic aspects will be considered. Main transitions connected to old age, such as retirement, widowhood, illness and frailty will be especially focused, as well as concepts, theories and contemporary thinking among gerontologists. Special attention will be given to recent and future trends concerning ageing and the elderly.

### **European Perspectives on Mental Health**

The concept of Mental Health will be explored under four headings: Visions of Europe, Exclusion, Social Policies, Social Intervention. Research and ethics in relation to mental health will be addressed throughout the module. The module will aim to emphasise links between the main themes. The four themes that are addressed discretely will be brought together and illustrated in a fifth element; “current issues”. This element is designed to allow “hot” topics to be selected by the teacher to give the module extra contemporary relevance. They will illustrate aspects of the other themes, for example, a hot topic may be about a current issue of exclusion or social policy, or research methodology.

### **European Perspectives on Migrants**

After being a space of emigration, Europe has become a space of immigration. Europe is a desirable space for work and living for people from very different origins. This co-existence of different cultures raises important questions about the right to a cultural identity and equity of treatment and challenges the idea of nationality and nation-state. This module will critically examine the complex perspectives and situations of migrants in Europe, taking into account these “internal” and “external” movements.

### **European Perspectives on Poor People**

Our starting point is a definition of poverty as a multi-dimensional and societal problem. The course will develop a critical view on on-going antipoverty policies. The main as well as contextual/specific interventions aiming at an inclusive purpose will be framed. One of the aims is to approach the questions of poverty by linking the issues with those of other deprived groups. Another aim is to create a resource bank with regard to questions dealing with poverty in Europe.

### **European Perspectives on Roma**

This module takes the Roma (gypsy) people as its object of study. In the wake of many authors who have studied the Roma, it can be argued that “for centuries, policies towards Roma have been policies of negation: the negation of their culture, of their very existence as individuals and as a group” (Jean-Pierre Liégeois). In this module, the Roma will be studied both as a “site of social exclusion” and as a group that appears to be reclaiming, on the basis of its cultural identity, a new form of citizenship within the European space. A guiding question for the module will be: what are the implications for European construction of the apparent incommensurability of the Roma people?

## Time line

### Core Modules

Students will study the six core modules in accordance with the following matrix. There is a „free“ month for private study indicated as „- 0 -“. It is intended that the six core themes will be completed within six months of contact time. For each core module students have to present a written paper within four weeks after completion of the relevant module (3 ECTS per module).

Each core module is taught during one long weekend from Wednesday evening to Sunday morning. (The numbers in the matrix indicate the numbers by title of the core modules.)

### Commencement Date for Core Modules

2005: 12. – 16. Oct, 16. – 20. Nov, 14. – 18. Dec.

2006: 18. – 22. Jan, 15. – 19. Feb, 15. – 19. Mar, 19. – 23. Apr.

	Oct	Nov	Dec	Jan	Feb	Mar	Apr
	12-16	16-20	14-18	18-22	15-19	15-19	19-23
UAS MD DE	0	1 RO IS	2 MD	3 PT	4 MD	5 EE	6 SE
Edge Hill UK							
U.Karlstad SE	5 NOR	6 SE	0	1 RO IS	2 BRAGA	3 PT	4 MD
U.Elte Bud. HU							
A.I.Cuza Iasi RO	3 PT	4 MD	5 NOR	6 ELTE	0	1 RO IS	2 MD
UT Lisboa PT	2 MD	3 PT	4 NIJ	5 UK	6 SE	0	1 RO TM
U. Porto PT	1 RO IS	2 MD	3 PT	4 MD	5 NOR	6 ELTE	0
P.U.Tallinn EE	0	1 UA- ZA	2 BRAGA	3 PT	4 MD	5 EE	6 ELTE
Lillehammer U.C. NO	6 SE	0	1 UA /ZA	2 MD	3 PT	4 NIJ	5 NOR
U.Zapo. UA	5 EE	6 ELTE	0	1 UA -ZA	2 MD	3 PT	4 NIJ
U.Timisoara RO	4 MD	5 UK	6 ELTE	0	1 RO TM	2 MD	3 PT
U. C. Braga PT	0	3 PT	4 MD	5 NOR	6 SE	2 BRAGA	1 UA -ZA
HAN Nijm. NL	0	1 RO TM	2 NIJ	3 PT	4 NIJ	5 UK	6 ELTE

### **Optional Modules**

Students will study three modules offered and planned at each university. Due to practical possibilities optional modules will also be open to students from other participating universities.

Each optional module is taught during two long weekends from Wednesday evening to Sunday morning.

For each optional module students have to present a written paper within four weeks after completion of the relevant module (6 ECTS per module).

Some Optional Modules in the programme may also be offered in English, as distance/Web-based learning. For more information contact local co-ordinators.

### **Thesis**

The work with the thesis is going to be starting up December 2006 and ended in September 2007 (24 ECTS for the thesis).

### **Future Courses**

Begin October 2007, 2009

Time line of following courses similar to this course.

### **Eligibility**

The course programme will be offered in alternate years.

Recruitment will aim to attract:

- Those professionals to whom the vocational aspects of the programme have direct relevance;
- Those people not working in a relevant professional field who wish to study to meet their personal/intellectual needs.

While not specifically vocational, the programme will provide opportunities to specialise in applied areas.

Admission requirements will adopt the criteria of the countries involved, as well as good working knowledge of the English language.

### **Teaching and Learning Strategies**

The overall approach to teaching has been informed by the principles of progression and core studies underpinned by a commitment combining both tutor-led and student-directed learning. The course, therefore, has sequentially located “core” modules enabling equity in curriculum content. Optional modules and the dissertation are negotiable in terms of both content, balance and the focus of an individual student’s assessment.

The teaching approach is intended to be “progressive”. Students will be encouraged to develop the independence and knowledge necessary to pursue a major piece of work primarily on their own initiative. Supervision of the dissertations, however, is both proactive (in setting parameters and organising material) and reactive (in responding to the inevitable diversity of problems associated with research, organisation and writing-up).

### **Attendance Criteria**

- according to the local universities

### **Costing Criteria**

- according to the local universities

### **Course Evaluation**

Each module will be evaluated using appropriate forms. Informal feedback will be sought regularly from students.

### **Monitoring**

This will be routinely carried out by module leaders in consultation with the course co-ordinator. The progress of students will be reviewed during and on completion of each module. The Course Leader will be responsible for initiating any formal review of progress and for reporting such matters to the Course Board.

**Assessment and Examination**

Each module will be assessed by one written assignment set by or negotiated with the module tutors. Assignments can vary in structure and presentation according to module curriculum and content. In most cases this will be an essay but there will be the opportunity to develop alternative forms of written assessment as appropriate.

**Student Concerns**

Concerns or complaints usually will be dealt with internally by module leaders. If unresolved they should be presented to the Course Boards via student representatives. They can also be dealt with externally through the agreed procedures for student complaints via the appropriate partner University.

### **Programme Management**

The main responsibility for course management will be with a course board made up from the partner universities. A course board will be convened once per year. The course board will be concerned with all matters of policy, recruitment, progress, assessment, staffing and resources.

#### **Course Leader**

Hochschule Magdeburg-Stendal  
University of Applied Sciences

Prof. Dr. Dr. h.c. Wolf Bloemers

#### **Course Board**

Hochschule Magdeburg-Stendal  
University of Applied Sciences

Prof. Dr. Dr. h.c. Wolf Bloemers

Universidade Técnica de Lisboa

Prof. Dr. David Rodrigues

Eötvös Lorand Tudományegyetem

Prof. Dr. Magda Ritook

Universidade do Porto

Prof. Dr. Stephen Stoer

Universitatea "Alexandru Ioan Cuza"

Prof. Dr. Ion Dafinoiu

Karlstads universitet

Prof. Dr. Bengt Eriksson

Edge Hill University College

David Johnstone, M.A., M.Sc

Pedagogical University of Tallinn

Prof. Dr. Ene Mägi

University of Lillehammer

Prof. Dr. Rolf Rønning

Lect. Inger Norbye

National University of Zaporizhzhya

Dr. Svetlana Pashenko

Prof. Dr. Ludmilla Mistchik

University of Timisoara

Prof. Dr. Zoltan Bogathy

University of Braga

Prof. Dr. Dr. h.c. Fernanda Rodrigues

University of Nijmegen

Dr. Theo Repping

#### **Local Co-ordinators for 2005-2007**

Hochschule Magdeburg-Stendal, DE

#### **Names**

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Universidade do Porto, PT

Stephen Stoer / António Magalhães

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Lillehammer University College, NO

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