

*EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood*

Foundation funded through the Institute for International Education to place Hungarian scholars at American and Austrian institutes and universities and its English language programs for Hungarian students. This project first ignited an interest in how refugees and newcomers adjust to a new educational and linguistic environment to preserve their talents and participate in their host country, thereby promoting intercultural exchange and diplomacy as well as preserving the dignity of the displaced. Since graduating, I have developed a closer relationship to this subject, working in the nonprofit sector as an advocate for immigrant youth in New York City public schools. In this role, it became clear that diaspora of all kinds has always been a fundamental challenge to public systems that rely on educational uniformity. The aim of my presentation for this second part will be to reflect on the successes and failures of school systems working with English Language Learner students and the challenges borders and border politics present to such students.

***CROSS BORDER COOPERATION: CONSTRUCTING “OTHERNESS”***

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For the last 10 years there has increased cross border cooperation of European citizens bringing forth a number of challenges. The last include overcoming cultural and language differences as well as creating diverse forms of otherness.

Recently there has been published a number of studies examining political, cultural and social processes which occur during cooperation among representatives of different European countries. Many of them in the final end present the image of “otherness” in European communities. The concept of the “Other” in McMillan dictionary is defined as “referring to additional people already known about”. So, in European community there might be seen the opposition between citizens of one country who make up the center and those who come to contact from the neighborhood and create margins. It is stated that Europeans tend to create “us –

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them” opposition while talking about foreigners from neighborhood. There has been suggested that the image of “the other” might depend on “visibility”: representatives of the economically and politically prominent European states are perceived as “visible”, thus construing “us” and making “the center”; while citizens of less developed European states are viewed as “quasi-invisible” being “them” and located on the margins. There has been proposed one more form of “otherness” representing citizens of non-European states which are perceived as “neither foe nor friend” that might be considered “dangerous” by “visible” and “quasi-visible” communities.

Thus, in the process of cooperation European communities have developed a strategy of differentiating based on political and economic factors.

**References:**

1. Representing the Other in European media discourses / ed. Jan Chovanec, Katarzyna Molek-Kozakowska. – John Benjamins Publishing Company. – 2017. – 320 p.

***UKRAINE’S MULTILINGUAL EDUCATION AND EUROPEAN  
INTEGRATION: ERASMUS+ PROJECT***

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The integration of Ukraine into the European community foresees modernising higher education systems through reform policies as well as fostering cooperation across different regions of Europe through joint initiatives.

The Erasmus+ project “Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration” demands developing and updating curricula of foreign languages courses, introducing Content and Language Integrated Learning (CLIL) methodology