

**University of Teacher Education Zug – South-East European University (Tetovo, Macedonia)
partnership since 2005, since 2010**

	PH Zug	SOEU - Tetovo
Themes	'North-South'-mobility as a learning opportunity in teacher education, university didactics in the project on learner autonomy, ESD as a meta-orientation in 'North-South'-partnerships	
Forms of cooperation	Students' mobility: four week stays for SEEU students including participation in modules and seminars at the PH Zug as well as an internship at one of the schools in Zug; for PH Zug students are the curriculum-based study visits to South and Eastern Europe in preparation. Project activities including university staff exchange: a) international project on Learner Autonomy including university staff exchange; b) development of a tool for ESD-reflection in 'North-South'-partnerships.	
Institutional embedment	The partnership corresponds to the internationalisation strategy of the PH Zug and is integrated into a cluster "Migration". All activities are backstopped by an advisory group, which consists of representatives of the university management, teaching, research and development, internationalisation, international office and cluster "Migration". The project activities are cross-sectional and include representatives of different institutional units.	The partnership reflects the aim to internationalise and to improve teaching and research in the faculty for languages, cultures and communication at SOEU. Two project leaders are responsible for the partnership with the support of the management and of the Dean's Office. Other university staff members and PhD-Students are involved in the project activities.
Curricular embedment	The activities within the partnership are embedded in the curriculum in two ways: 1) within the curricular offers supporting learning processes in the context of students' mobility. The curriculum-based study visits to South and Eastern Europe are additionally in preparation. 2) Within the project on learner autonomy, which aims at supporting learner autonomy on the institutional level through a development of particular didactic tools.	On the level of the student exchange, reporting on the mobility experiences and discussions take place. On the level of the teaching staff exchange within the project on learner autonomy, new methods of supporting of the learner autonomy are applied and established in the curriculum (cf. reflections, peer-assessment, etc.). Additionally, two PhD students at the SEEU are working on the topic of learner autonomy.
Products	Mobility reports, tool for measurement and development of the learning autonomy, tool for reflection on 'North-South'-partnerships, conceptualisation and testing of the study visits, PhD studies at the SEEU, publishing on the 'North-South'-Mobility in teacher education from the perspective of the postcolonial studies.	
Special features	<ul style="list-style-type: none"> - Very good institutional embedment - Focus on the meta-reflection of the activities in the partnership in the frame of the ESD-re-contextualisation - Postcolonial studies as a reference theory by the conceptualising the 'North-South'-partnerships in the frame of the ESD 	
Outlook	<ul style="list-style-type: none"> - Further developments as part of the cluster "Migration" - Re-conceptualising of the students' mobility - Systematic approaching the 'North-South'-Mobility of students and university staff as professional learning opportunities 	