



CONCEPTUAL FRAMEWORK

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INTRODUCTION

Background and scope

This project has emerged as a response to the consortium members' shared recognition of the need for further engagement in formulating and preparing qualitatively new educational materials. Their primary aim is to build bridges for a better understanding of European national heritage, cultures, and traditions that contribute to the existence of a European dimension. While centered around the European integration process, the project approaches the task of creating educational materials inclusively, acknowledging the perspective of both EU and not-yet-EU states, and pursuing a genuinely united Europe.

A focal point for the project implementation is the values and historical, cultural, political, and social experiences of the involved partners. In that sense, the project is structured on a module-based principle, facilitating its further development in terms of new members, new topics, and further and deeper analysis of already covered topics.

This project builds over and expands the knowledge and educational materials initiated among most of the members of this consortium three years ago within the project Rediscovering „NewEurope”: On-Wheels summer school for Balkan/Central and Eastern Europe trans-border history and politics 2020-1-PL01-KA203-081999 (ReNewEurope). Within that project, the partners developed four educational packages. Now, the goal is to expand the project in the following directions:

1. extending the knowledge database by adding new topics,
2. inviting new partner country and thus enlarging the educational database materials
3. preparing and testing the produced materials during a pilot Summer School to be held in 2024.

EUROPIA also sets out the following specific objectives:

- Raises the awareness of the university academia about the need to organize and conduct on-wheel schools in European history, law, and politics from the viewpoint of the shared European values, principles, and identity to overcome the existing stereotypes and prejudice in students from different parts of



Europe. This process should be encouraged through relevant comparative and merit-based analysis of national, transnational and all-European processes;

- Elaborates specific and high-quality materials that shall define and overcome the problems of how European studies are taught in different countries for the benefit of both academia & students and society in general;
- Develops the competencies of university academia in on-wheel school organization and conduction with students with interest in the socio-cultural evolution of European values, principles, and identity and their perception from a national viewpoint;
- Stresses the importance of a more profound understanding of the EU concept of “United in diversity” by defining the main principles and approaches for stimulation of the sociocultural competencies of the higher education teaching staff;

The partnership shall achieve the stated objectives through the development of teaching materials (theoretical and practical), which will support the university academia’s educational and research competencies in delivering training on European history, law, and politics with a focus on shared values, principles, and identities. This will be achieved by designing the organization process for on-wheels summer schools and developing the necessary materials and competencies for their conduction. During each and every one of the classes in these on-wheel summer schools, the trainers will be encouraged to stimulate open discussions, find common grounds, and start to build from there.

The selected areas of shared research and production of joint materials will concern the following topics: European integration in the eyes of the people; Common European culture and national identity: friends or foes? Common EU history & national historical heritage: mission possible? They will supplement and enrich the existing educational materials on the topics: “Minorities and majorities,”; “Rule of Law,”; “Identity and nationalism,” and “Politics and religion” produced within the project ReNewEurope (2020-2023)

The project educational topics are a consequence of the shared reflection of the project consortium on the existing challenges for the process of European integration and the existing areas where the partners expertise can deliver an added value to the project. The topic: European integration in the eyes of the people acknowledges the existence of alternative narratives that require the



recognition of the images that the EU produces with its actions among ordinary people. It will aim to introduce the existing views on the European integration process and exploit them to reveal differences and similarities contributing to the current understanding of the European Union. The second topic: Common European culture & national identity: friends or foes? Will search for the existing bonds between the elements of national identity that contribute to the existence of a shared understanding of common European culture. The interaction between European culture and the national senses of uniqueness and belonging will enrich the participants' understanding of „uniqueness” and „togetherness.” Finally, is the topic of Common EU history & national historical heritage: mission possible? Will deliver sources for the apprehension of the complex, overlapping and entangled relations within Europe that produced the fertile ground for integration.

The production of an educational manual and guidebook will assist any potential beneficiaries in appraising the project idea and provide hints for alternative teaching approaches that can be applied in the educational process. The project will disseminate not only its conceptual framework but, more importantly, the produced educational materials in search of not only understanding but also the active involvement of stakeholders in the practical implementation of these materials. Establishing an educational platform and its improvement will provide direct access to educational materials.

Target group and stakeholders

EUROPIA's main target group will be representatives of the academic sector (professors, lecturers, assistants, researchers, doctoral and postdoctoral students) interested in European studies, history, politics, and the socio-cultural evolution of EU values, principles, and identity.

They will be from both within the partnership as well as from other academic centers.

Europaia, through the framework and courses developed for the on-wheels schools' development, aims to encourage academics to work more closely with international partners to discuss content and teaching methods in their respective fields, to gather new ideas, and to share experiences on how their



own teaching and courses could be improved in terms of content, methods, and readings they offer to students.

EUROPIA also wants to motivate scholars to get involved in alternative teaching methods, such as organizing an on-wheels summer school.

All this would also benefit students in each university through the courses they take. In addition, these students and all students from other universities are future summer school participants.

The partners will also work closely with educational beneficiaries, authorities, and associations at local, regional, national, and international levels.

NEED ANALYSIS

General assessment

The stereotypical and unclear perception of the European Union and its values creates discomfort and imbalance in the European community. Moreover, the inability to have a mutually satisfactory and neutral interpretation of the EU's history and policies fuels separatist movements. However, there is an untapped potential to improve the EU's image through better communication, especially among young people. This approach has not yet been fully explored in academic circles.

Students majoring in social sciences and humanities are often expected to analyze and break down stereotypes or, on occasion, develop new approaches to comprehending the world. In the changing landscape of Europe, one of the most significant issues that persist is the stereotypical portrayal of "the Other," referring to those perceived as different or unfamiliar. This is especially true when it comes to understanding and attitudes towards some areas in Europe, whether they are part of the EU or not. Despite the excellent tradition of research and investigation into this problem, Europe still struggles to comprehend some parts of itself. Some of these issues were brought to light during the migration crisis in 2015, and they have become even more apparent during the COVID-19 crisis. They have alarmingly manifested in the current military conflict in Ukraine.

While developing this project proposal, the partners identified several needs that require attention. These include the needs of their respective institutions, academic and research staff, and their students.

Firstly, all the partner universities have defined their internationalisation goals in national documents and university strategies. This project is an excellent opportunity to strengthen existing collaborations and establish new partnerships with universities from Central, Eastern and Western Europe. Participation in the project is a way to make the partners' departments more recognisable as institutions promoting international cooperation, providing opportunities for its students and staff, and developing and implementing high-quality extracurricular content.



Secondly, we noticed a lack of opportunities for university students and teachers to participate alongside experienced and competent partners in international high-quality educational programs, emphasizing shared European values, principles, and ambitions. Therefore, we identified the need to raise the capacities of university academia in on-wheel school organization and conduct with students interested in the socio-cultural evolution of European values, principles, and identity and their perception from a national viewpoint.

Third, we identified the need to include the EUROPIA approach and resources in regular university teaching activities that lack sufficient emphasis on shared European values, norms, and identity and their interaction with the national/regional/local ones. The EUROPIA initiative arose in response to growing concerns surrounding the EU's reputation, strength, and authority. As calls for greater national and decentralized governance gain traction, it is crucial to reinforce the essential principles and values that underpin European society, including democracy, freedom, equality, and the rule of law.

Needs assessment on specific issues

As one of the first activities of this project, we conducted the needs assessment survey. Each consortium partner conducted interviews with at least three interviewees. Interviewers first introduced the interviewees to the overall idea and the aims and activities of the project and then asked for opinions on particular questions. The questions related to the following:

- The idea and topics of the project;
- the (non)existence of similar education programs in partner countries and the wider region;
- issues that should be tackled in the on-wheel summer schools;
- resources and educational materials that would be indispensable for understanding the major project's topic;
- potential participants who should benefit from the project's activities and results.

The answers to the group of questions about the meaning of EUROPIA and the project's overall idea reflect a range of opinions and perspectives. Still, there is a common support thread for the EUROPIA project and its goals of promoting European values, norms, and identity in university education. These responses



also highlight the importance of teaching and understanding European values in the context of contemporary society. While some answers suggest that the topics are researched and partly integrated into the curriculum, others express uncertainty or lack of awareness regarding the extent to which these topics are taught at their respective universities. Although the responses vary in detail and coverage, it's clear that respondents identify room for improvement in some cases, and EUROPIA is seen as a potential means to enhance the teaching of these topics.

Regarding the topics of the project and the issues that should be included in the educational process, the answers provide comprehensive lists of topics and issues for each proposed module, ranging from historical, cultural, and identity-related topics to contemporary challenges and legal aspects. They offer valuable insights into the depth and breadth of knowledge needed within these modules to provide a holistic understanding of European integration, culture, and history. Many of the answers identify specific areas of similarities between European countries that are not exposed enough, among which some are more general. In contrast, others offer a comprehensive list of overlooked areas. These data will be of immense importance when designing the summer school curriculum. The same goes for the questions regarding the resources and educational materials to which we have answers providing valuable ideas on specific books, articles, digital materials, museums, movies, and movie and theatre festivals.

Finally, when it comes to the target groups/participants group of questions, the responses present different approaches to the composition of the core participants of a summer school in Central, Eastern, and Western Europe. While some responses emphasize diversity in terms of academic backgrounds and experience, others focus on creating a solid network of individuals involved in research and education. The common theme is a commitment to fostering learning, understanding, and dialogue on European topics. While other groups, such as scholars, professionals, Ph.D. students, young scientists, researchers, teachers, and representatives of museums and educational institutions, are mentioned in some responses, the target group of university students is the most frequently and explicitly referenced in the context of the summer school on Central, Eastern, and Western Europe.

PLAN OF WORK

Definition and general approach

In order to achieve the purposes of this project, the partners agreed on the application of a collaborative approach based on the principle of shared contribution and responsibility. Already during the application process, the partners agreed on the division of tasks and responsibilities following the logic of leading partners for the particular Work Packages. Four partners are responsible for the WP's and supported by the contributions of the remaining two partners. The lack of WP leadership is compensated by the assignment of additional tasks that contribute to the project's completion.

Pedagogical approach

In the Erasmus+ Europaia project, various pedagogical approaches are employed, each chosen for their relevance to specific themes or topics. A contemporary educational style is at the forefront, focusing on nurturing student creativity and overall development. This latest pedagogical concept, "liberationism," aims to revolutionize schools into democratic spaces where students play a pivotal role. This method fosters a synergistic atmosphere, encouraging teachers and students to collaborate as equal partners in learning, often delving into topics chosen together. A vital element of this method involves students showcasing their learning through diverse mediums, including performances or plays, while integrating other pedagogical techniques. Moreover, the project employs "social constructivism," a modern approach that emphasizes active involvement from both teachers and students in the learning journey. This collaborative style skillfully blends traditional teaching methods with interactive student-centered activities. The slightly older "constructivist" approach focuses on students engaging actively in their education via research and project-based learning. The most traditional method in this project is the "behaviorist" approach, where education is teacher-centered, and students primarily receive information through lectures. This project also incorporates digital technology, utilizing communicative networks to foster collaborative learning in a digital community. Furthermore, the project aligns with UNESCO's 2010 educational guidelines, promoting experiential learning, storytelling,



values education, and addressing community challenges. Ultimately, the Erasmus+ Europaia project aims to empower participants to acquire knowledge and apply it effectively in real-world scenarios, such as justifying their viewpoints, solving issues, drawing insights from experiences, and integrating various perspectives.

Implementation

The implementation process of the EUROPIA project requires the involvement of all partners through five key steps (see the Figure 1 below). Collaboration is essential, and each partner contributes to the project's success. All partners are involved in each activity of each work package.

Based on the objectives and target groups outlined in the introductory part, partners built a framework for learning about EU history, law, and politics regarding shared European values, principles, and identity to overcome stereotypes and prejudices among students from different parts of Europe. This framework contributes to a better understanding of common values and traditions and respect for national values and traditions, overcoming prejudices and reinforcing the need for adaptability in a multicultural environment.

Based on this conceptual framework, which is fundamentally grounded in the project's objectives and the needs analysis carried out among the target group, the partners will develop training materials: Europaia Training materials, a Manual for the university academy, a Guidebook on the innovative EUROPIA pedagogical concept for teaching and the project's electronic platform and interactive library. Subsequently, each partner will pilot the materials at the national level and through a pilot on-wheels summer school. Based on the feedback from the piloting, partners will adjust and improve the training materials. Then follows the valorization phase, in which the consortium aims to disseminate and promote the project results for further use by the target groups.

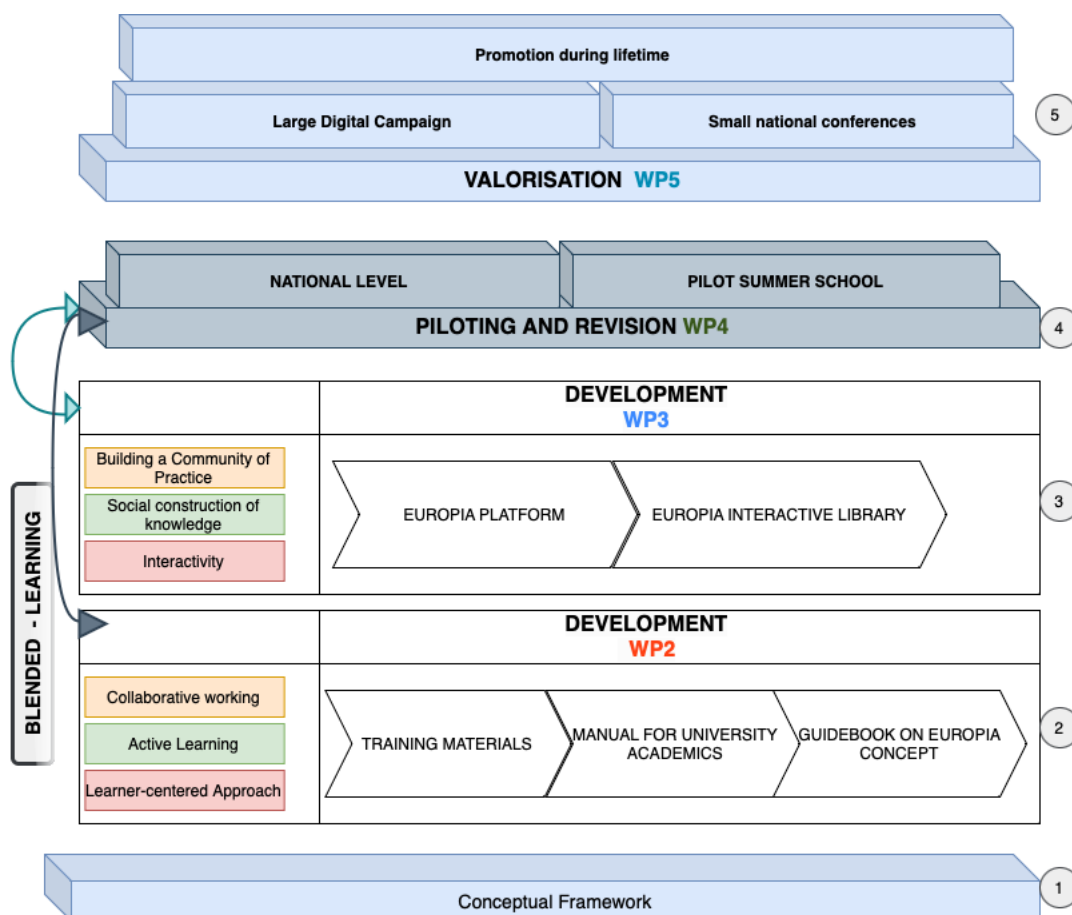


Figure 1. Implementation outline of the EUROPIA project

The principles in the implementation of the project will focus on:

- (1) Flexibility in the implementation plan, considering different cultural norms and practices.
- (2) Highlighting certain technologies and tools that will be used to facilitate communication and collaboration in a multilingual setting.
- (3) Respect cultural differences and focus on how they enrich the project.
- (4) Apply a culturally sensitive and inclusive approach. Training materials will be adapted to suit different languages, ensuring inclusion and practical understanding.
- (5) Capacity building of participants from different cultural backgrounds and strengthening skills in understanding common values.



Providing a clear and comprehensive overall view will help stakeholders understand the significance of the project and its potential impact in a multicultural and multilingual context.

Project outcomes

Providing a clear and comprehensive overall view will help stakeholders understand the significance of the project and its potential impact in a multicultural and multilingual context.

Training Kit

The Training Kits constitute the essence of this project. Their purpose is to provide user friendly, clear and comprehensive educational materials that meet the following goals of this project. To deliver clear information about the country specifics in the selected study area; to provide materials for cross-country, regional and European levels comparisons; to encourage deliberations and reflections on the nature of European integration in terms of similarities and differences and hence, contemplations on the nature, importance and applicability of European values.

To this end, the current project extends the accomplishments of the project “Rediscovering New Europe” by adding three more topics: European Union in the Eyes of the People, Common European History and national historical heritage: mission possible? and Common European Culture and National Identity: Friends or Foes? Each of them will provide narrowly defined educational materials on commonly agreed topics that will be used for the development of country specific and comparative knowledge on the particular countries and the European integration. Furthermore, the four Training Kits from the previous project will be enriched with educational materials on Spain, following the same logic and principles of contribution. Hence, the Training Kits will serve as flexible, yet consistent educational materials that can be used separately or together in order to organize lectures, seminars, workshops, courses or summer schools on European integration.



Guidebook on Europa Concept

The aim of the Guidebook is to provide guidelines for academic staff working in the field of European studies, history, and politics to conduct on-wheels summer schools on the socio-cultural evolution of the European values, principles and identity from the beginning/Maastricht to the modern times. The Guidebook strives to develop the competences of the university academia in the problematics of European studies, history, and politics by describing the major approaches on teaching of the socio-cultural evolution of the European values, principles and identity.

In order to provide academic staff with the information on how to organize and conduct the most summer school programme in most appropriate and effective way, the guidebook will contain overview of techniques of professional and pedagogical training.

The Guidebook will contain different approaches to the knowledge and discussion on the problematics of European studies, history and politics in the field of EU integration, national and common identity, internationalization, overcoming of prejudice and cultural stereotypes.

The Guidebook's target audience is academic staff, especially those teaching and researching European studies, history, and politics.

The content of the Guidebook will encompass:

- Organizational aspects of summer schools
 - How to organize an on-wheel summer school in each country
 - Description of the EUROPIA concept and the priorities for the summer school and its training process
 - Facts, figures and problems on European studies
- Educational plan in training for conducting the educational process in an on-wheel summer school
 - Preliminary requirements



- Competences of the trainees (socio-cultural, personal, professional, conflict resolution, and problem-solving competences)
- technical provision of the training process
- the thematic content of the training module
- Didactic materials and tools
 - Methodology for the implementation of the curriculum
 - Main pedagogical approaches to facilitate better interaction during the classroom sessions and to motivate the students to self-study
 - Exemplary interactive methods adapted to the specific needs of university staff
 - Method for conduction of the training of the teachers (university professors, assistants and young researchers)
- Evaluation and feedback
 - Diagnostic parameters for the educational content and level of competence to be acquired by the students
 - Feedback collection about the conducted training
- Graduation process from the pilot OWSS

After they have completed the pilot on-wheels summer school, the academic staff will receive the EUROPIA certificate for improved competences in organizing and conducting an on-wheel summer school for the socio-cultural evolution of the EUROPEAN values, principles and identity from the beginning to the modern times. The certificate will be signed (electronically) by all EUROPIA partners.

The Guidebook shall encourage the application of project methodology into the teaching process in the university classes i.e. to apply in practice EUROPIA approach of teaching European studies, history, politics and to present the concept of EU integration, national and common identity, internationalization, overcoming of prejudice and cultural stereotypes.



The Guidebook will be developed only as .pdf document and will be uploaded on the EUROPIA project platform.

Manual

The Manual for Academic Staff is a document in which all partners will elaborate on the case studies, examples & role-play scenarios as well as tests and exercises in the area they have prepared content for the training course. In addition, the partners will also work together to define the best approach with practical advice on designing, organizing, and conducting on-wheel summer schools. The content collated by the partners will be unified into a single, cohesive document by UniZG, ensuring consistent quality and integration of instruction within the Training Kit.

This manual is specifically designed to enhance both the personal and professional skills of university academic staff who will be instructing at the on-wheel summer schools. It addresses several key areas:

1. Increasing the academic staff's awareness (including university professors and assistants) about the importance of organizing on-wheel summer schools focused on the project's main topics.
2. Strategies for communicating with potential students and encouraging their participation in these summer schools.
3. Guidelines for the effective organization and execution of on-wheel summer schools, encompassing aspects like choosing locations, selecting participants, managing the educational process, and overseeing graduation ceremonies.
4. Methods for teaching and studying the subjects within the Training Kit to dispel students' stereotypes and biases, facilitating a deeper understanding of the historical, political, and cultural contexts of the area.

The Manual will address various aspects, such as:

1. Organizing and conducting on-wheels summer schools:
 - a. Goals and objectives.
 - b. Participant profiles and motivation strategies.



- c. Process and procedural guidelines, from enrolment to graduation.
2. Teaching in intercultural and multicultural settings:
 - a. Diverse approaches and practical methods for teaching in multicultural environments.
 - b. Overcoming challenges in multicultural communication (techniques for effective interaction with culturally diverse students, inclusion in educational activities, understanding and respecting their viewpoints, and helping them grasp the area's historical, political, and cultural contexts).
3. Pedagogical strategies and interactive methodologies for implementing the Training Kit:
 - a. Teaching approaches.
 - b. Methods and procedures.
 - c. Blended learning techniques.
 - d. Self-study methods.
 - e. Didactic-metric methods and evaluation processes, including case studies, examples, role-play scenarios, and tests and exercises related to the Training Kit topics.

EUROPIA platform

The e-learning platform for all EUROPIA results will be designed specifically for the project and will have the following functionalities:

1. It will host all EUROPIA tangible results – the Training Package, the Manual and the Guidebook.
2. It will be developed initially in English.
3. Once the English version is fully developed, it will be cascaded in all partners' languages.
4. The platform will be working in English and all partners' languages.



5. The platform will have also tests for the trainees to check what they have learned after the EUROPIA training
6. The platform will host the materials as well as the Interactive library.
7. The library will be a databank with various resources on all EUROPIA topics – it will be useful for both the academic staff and the students in on-wheels summer schools.
8. The Library will also contain resources in all partners' languages and in English.
9. The platform will have a direct link to the project website and vice versa.

The domain for the project website will be: www.europiaproject.eu.

The platform will be designed to enable user-friendly & intuitive use of EUROPIA materials in an online environment. It will host all the EUROPIA materials in a nice & easy-to-find way. It will be open online resource that will be free for use after registration.

The platform will be designed based on the Conceptual Framework and will follow the structure of each of the results described above.

The Interactive library will be a database with all resources relevant to EUROPIA topics. It will be divided in 2 parts – a general one & one specific for university academia:

- The general section will include various resources regarding European history, law & politics with a target focus on shared European values, principles, identity and awareness; on the socio-cultural evolution of the European values of solidarity, tolerance, integration and cooperation; etc.
- The section for the academia will include the materials on how to enhance their personal and professional competencies in techniques how to work, teach and study European values, principles and identity; how to overcome the stereotypes and prejudices in the students; how to organise and conduct on-wheels summer schools, how to make a lecture more interactive and interesting, how to engage the students, etc.



The Library will be a good and useful pool of interactive resources, materials and tools that can be used to enhance one's competences and during the conduction of the on-wheels summer schools. By gathering a great number of materials on EUROPEAN values, principles, history & politics, the partners will save time of all interested in this area. The Library will be a good database for further and in depth research on the topic with a lot of relevant documents and tools gathered in one digital space.

Training materials

Modules

The training materials will be organised in the following 7 Kits or Modules:

1) Minorities & majorities.

The training materials will offer both a sociological and a historical perspective on the multiple socio-cultural phenomena related to the identities and social interactions between different European social groups.

2) Rule of Law.

The training materials will be focused on the development, application, and problems in the application of the principles of democratization and the rule of law, especially in the context of regional and global relations. Of particular importance will be the use of historical, legal, and political aspects of understanding these concepts. Particular attention will be dedicated to studying the development of these ideas within the framework of the European integration process. Therefore, one part will refer to the normative study of these phenomena within and outside the European Union. On the one hand, the course will provide a comparative overview of these concepts in political theory and their practical implementation over time, beginning with the second half of the twentieth century.

3) Identity & nationalism

The age of nationalism is a challenging phenomenon that fragmentizes this region further but, on the other hand, focuses on processes in general, analysing them in comparative perspective, but also challenging different nationalisms sharing the same space opening honest discussions would enable scholars and educators to put together a new curriculum of these challenging processes that could be used throughout the region(s).

4) Politics and religion.

For over a century, scholarly consensus predicted the decline of religion as a social, and thus political, force. This decline has been explained as a result of modernization, scientific and technological advancement, social progress, or



Communist revolution(s). In practice, however, religion has shown little sign of diminishing in public importance.

After completing this course, students should:

- 1) Have an understanding of the main ways in which religious communities and political institutions interact;
- 2) Have an understanding of the diversity of religious organizations and experiences across the globe;
- 3) Understand various concepts of secularism and the primary criticisms secularization theory faces;
- 4) Understand religion as a system of belief, a formal institution, an element of group identity, a part of civil society, and an actor at the local, national, and international level;
- 5) Be able to defend particular political positions on issues such as the appropriate role for religious institutions in society, the relationship between religion and violence, and;
- 6) Have stronger verbal communication and critical thinking skills.

5) European integration in the eyes of the people.

The training materials of this kit will include:

1. Introduction.

Theoretical material about how public opinion influences EU integration and vice-versa. A number of theoretical papers to be decided (maybe 2-3 per participating university?).

2. Perception of the EU.

Public opinion survey materials - European Values Survey and other relevant national and European public opinion polls about the citizens' stances towards the relevant EU-related topics (support for the EU integration, enlargement, acceptance of the European identity etc.).

3. Perception of each other.



Materials about two important cases per country relevant to the perception of others inside the EU.

4. Workshops.

Active participation of summer school participants through sharing their attitudes about the EU integration and then discussion of important issues such as:

The structure and the concept of the workshop are still to be decided, but it is important that it involves the active participation of students who attend the workshop in sharing their personal opinions and debating the opinions of their peers and fellow nationals about the European integrations.

Evolution of European integration in the people's views. Different speeches: Elites versus common people. European integration in public opinion surveys and Media.

Is the membership in EU positive or negative? Is it useful for you and/or for your country? Programs and speeches of political parties: Extreme right and extreme left. Academic analysis of European integration. Study of European integration in official documents. Evolution of sociological statistics on the topic. Euro-enthusiasm and Euro-scepticism. Quantitative indicators. Statistics.

Some selected topics: Immigration, (border control and irregular immigration), xenophobia, budgetary stability, Euro, green policies and sustainability, (policy on water and agriculture), energy, (atomic, and lithium), mobility, (airports, highways and train connections).

6) Common European culture & national identity: friends or foes?

The training kit will contain:

1. Introductory materials encompassing different views on European culture, distilled by the project participants in an inclusive and merit based manner. Understanding of common European identity.

Greek philosophy. Democratization. Civil rights. Secularism. Common historical heritage. Diversity. Social change and social equality. Discrimination versus social inclusion. Position of women. Minorities. Education.



2. Extractions from national literature principle heroes and their reflections on Europe.

Intellectual contribution of scholars to the construction of Europe. What are the main contribution of national scholars on this topic? National writers such as for instance Ortega y Gasset, Maeztu or Unamuno, in the Spanish case. Selection of writings. National literature and authors who influenced or were reflecting on European identity. The analysis will include possible misconceptions of Europe.

3. Comparison of national mythological heroes (introductory part and selected story).

The culture like a mirror of national and European identity: Repeated patterns. National and transnational heroes, (Don Quixote and Sancho, Napoleon, Charles V). Imaginary national heroes: El Cid. Tales or legends?

New heroes: Football players, singers, actors and actresses, influencers in social networks. National stereotypes: Torrente.

Globalization and entertainment: Netflix.

Roll of *veritas* in national building and national identity. Who is good/bad? Christians or Turks?

4. Comparison of national and the EU anthem.

EU anthem and national anthems. National symbols.

National identity in coins, stamps and banknotes.

Is there a common European culture and identity?

7) Common EU history & national historical heritage: mission possible?

Comparison of history textbooks on same events from different periods at national level:

a) Communist/authoritarian post-World War II/post-Cold War

b) Contemporary (current)



Topics which are to be compared:

1. Periods of greatness (in this case, we add the pre-World War II period as well, as a third comparative period). How are described? Analysis of authoritarian periods and current situation. Vision on imperialism and national apogee.
2. World Wars. Their description on textbooks. European integration in textbooks. Excerpts.
3. European unification (integration).

The structure should be organized around a brief explanation of differences in different time frames for each case and the most important text excerpts and links to additional readings.

Guidelines on the elaboration of content

The training materials of Kits 1, 2, 3, and 4 will content:

- 1) The legal framework reading materials.
- 2) Readings highlighting the country's specificity and dominant logic among intellectuals, scholars, and political elites.
- 3) Cases of the ECHR.
- 4) Cases from Western Europe that concern the same problem and can be used as parallel examples.
- 5) Materials containing information about local/national political initiatives relevant to the discussed topic.
- 6) Readings covering the problem from the regional perspective.
- 7) List of theoretical studies with instructions on their value.
- 8) Readings reflecting the problem from and European Union perspective.



Training Kit 5 “European Union in the eyes of the people”

The aim of this module is to capture the perspectives of the EU in the particular countries. To capture hopes, expectations, disappointments and other emotions and to reveal how they shape the integration process.

I. Introduction

The authors have to propose from each country perspective 2-3 sources elaborating on the relationship between public opinion and European integration. Based on the proposals, the team members will select the most relevant positions.

II. Perception of the EU

The authors need to explore and select relevant national public opinion surveys. National Statistics Offices can be approached in order to find relevant cases. It is recommended to concentrate on similar issues, like attitudes towards the EU integration or enlargement and at a similar time so that more coherent data and general picture is achieved.

Each contributor has to adjust the data to an educational material in English, so that it can be comparable with the other contributions. In order to keep the same format the partners, based on their findings, should elaborate a template according to which all data will be collected.

The template may contain the following benchmarks:

- 1) Event: i.e. Refugee crisis/Enlargement/regular surveys on attitudes towards the EU etc.
- 2) Brief introduction: (why and how this issue matters/ed in the country?).
- 3) Attitudes towards the EU prior to the crisis and after the crisis emerged (graphic comparison).
- 4) Providing European Values Survey if relevant.
- 5) Selected comments or topics from national media, politicians etc.

III. Perception of each other.



In addition to the educational materials in part II, the authors must select two cases from their own countries that impact/shape the perception of others inside the EU. They can concern examples of conscious instrumentalization of others for political reasons, enduring prejudices or positive examples (how the others do it and why we can't) Each country has its own most relevant cases.

The cases must be no longer than 3 pages and should contain:

- 1) Brief introduction
- 2) Explanation of the issue
- 3) Practical implications

IV. Workshops.

After the preparation of points II and III the team members will discuss patterns of students engagement and ways of using the selected materials. The result of this discussion should be a list of recommended actions that will engage the participants in this module.

Active participation of summer school attendees through sharing their attitudes about the EU integration and then discussion of important issues such as:

- a) how much do their attitudes differ or overlap with the stance of public opinion in their countries about the same topics;
- b) which factors influence such public opinion stances (maybe to focus on how political elites frame these issues and to deliver a task to all participants to find an example of speeches of politicians in which they talk about certain EU-related topics, such as support to the EU enlargement, in positive, negative or neutral tone...);
- c) what are the main arguments of different political positions regarding some of the most important EU-related divisions (such as in favor or against further enlargement, additional deepening of integration and decay of states' sovereignty, creation of the European army etc.).

The structure and the concept of the workshop are still to be decided, but it is important that it involves the active participation of students who attend the workshop in sharing their personal opinions and debating the opinions of their peers and fellow nationals about the European integrations



Training Kit 6. “Common European Culture and national identity: friends or foes?”

This Training Kit will consist of four parts that can be used separately or as a one coherent educational tool highlighting the differences and similarities of national identities and European culture.

I. Introduction (Reader on European Culture)

The authors must collect and propose introductory materials (full length or excerpts) encompassing different views on European culture.

The selection of materials must be conducted by the project participants in an inclusive and merit based manner.

Each partner should propose at least three relevant positions. The team will decide upon the final shape of the reading materials with regard for their easy to read and comprehensive approach.

The contributions should provide an introductory reader with an overview of existing views and arguments on European culture.

II. Extractions from most important national writers and their reflections on Europe.

The compilation of these materials will offer a comparative viewpoints on the concept of Europe and will allow students to reflect on the context and meaning of these pieces.

The subject of this part is a research among the writings of most Famous national writers on their reflections, writings, poems or commentaries on Europe.

The selected fragments must be translated into English and provided with a small introductory paragraph containing background information about the author and the piece.

III. Comparison of national mythological heroes (introductory part and selected story)

The aim of this part is threefold. To resurface the myths about national mythical heroes that are now slowly forgotten; to provide examples of national



mythological heroes that can serve as a basis for comparison; to explore the contexts behind the myths and their purpose.

Hence, the role of the contributors is:

1. To find a relevant national hero myth (Krali Marko, Janosik, etc.)
2. To provide a translated version of a story (not more than 3 pages)
3. To deliver a brief explanatory context to that story (not more than 1 page)

IV. Comparison of national and the EU anthem

The partners need to collect the English versions of their national anthems.

The total contribution per partner should be no longer than 2 pages.

Provide a brief historical and explanatory context of the creation and emergence of their anthems.

The collection must also include the European anthem that can serve as a point of reference and reflection.

Training Kit 7. “Common EU history and national historical heritage: mission possible”

The aim of this Training Kit is to provide educational materials exploring the endurance and change of national historical interpretations within different political systems. The educational materials providing such examples can serve as a starting point for a discussion on the potential build up of an EU shared history.

I. Periods of greatness.

The educational materials should consist of country related succinct examples of the historical interpretation of pivotal historical events for the national history. (usually events associated with the establishment or the „golden age” of the state.

The team participants have to explore the history textbooks from the interwar, Cold War and post-Cold War periods. These should contain excerpts of how the same history was being told within different political environments.



The authors need to prepare a brief reading, containing excerpts from the textbooks translated into English with brief explanatory notes about the context in which the textbooks were being published and hints what to pay attention to.

II. World War I.

The educational materials should consist of country related succinct examples of the historical interpretations of World War I in their own countries.

The team participants have to explore the history textbooks from the interwar, Cold War and post-Cold War periods. These should contain excerpts of how the same history was being told within different political environments.

The authors need to prepare a brief reading, containing excerpts from the textbooks translated into English with brief explanatory notes about the context in which the textbooks were being published and hints on what to pay attention to.

III. European unification.

The educational materials should consist of country related succinct examples or short lessons (if applicable) on European integration present in the currently used textbooks in the project participating countries.

The lessons or their excerpts must be translated into English with brief explanatory notes about the context in which the textbooks were being published and hints what to pay attention to.

The comparison can concentrate on the accents, length and the levels of details. The explanatory note should contain such information as, whether and in which grade European integration is a subject, who were the authors and does the textbook caused any public discussion?

The contributors are encouraged to provide links to or sources of additional readings.



Developing the EUROPIA platform and organizing summer schools

In accordance with the project, the partners will organize a pilot summer school in the late summer/early fall of 2024. The purpose of this summer school is to test the produced educational materials with a small group of students and contributors, in order to process the practical implementation, trace the results and receive feedback on the efficiency of the educational materials and their ability to meet the project goals. The project contains the provision that all the partners will be presented by two contributors and two students, who will work on the educational materials for five consecutive days. Based on this experience, summer school template and suggestions for the use of the educational materials will be drafted and introduced as a part of the educational materials.

The EUROPIA platform as described in the section above (p. 17) will have the following objectives:

- 1) host EUROPIA Training Package, Manual and Guidebook in all partner languages;
- 2) be a databank with various resources (both interactive & passive) for both the academic staff and the students in on-wheels summer schools;
- 3) enable self-preparatory tests for the trainees to check what they have learned after the EUROPIA training;
- 4) host EUROPIA website with overall project information.

The domain of the website & the platform will be www.europiaproject.eu.

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experience, summer school templates and suggestions for the use of the educational materials will be drafted and introduced as a part of the educational materials. Blended learning as a concept that combines traditional, face-to-face experience with online digital learning in general terms seems to be an appropriate model for a On-wheel summer school. Certain phases of the education process will take place on the EUROPIA online platform and will serve as complementary for face-to-face interaction. Consequently, depending on the specific circumstances in which the contributors and students are, lectures, discussions, and presentations can take place on virtual conference platforms, which have recently proved to be helpful, though not a comprehensive tool in replacing offline teaching.

The process of the development of the platform will follow the one described in the project proposal, namely: The activities on the development of the platform and the library have started simultaneously in M9 (September 2023). The reason for the delayed start of both activities is the need to have the developed Conceptual framework (even if not fully finalised). As both activities are interrelated i.e. the Library is part of the platform, both activities are planned to go simultaneously until M21. Then, the development process for the platform will be finished and the go-live version will be launched in order to be used during the summer school in Poland and the national piloting phase.

The development of the Library will continue afterwards as the partners will keep on collecting materials and resources on EUROPIA topics until the end of the project. Thus, the process of the development of the library will continue until the project end in M30.

Based on the Conceptual framework and the decisions regarding WP2 results from the 2nd meeting, PAX is working on the beta version of the platform. This beta version will be presented during the 3rd meeting. Based on the discussions there and the decisions taken, PAX will develop the go-live versions.

Based on the decisions from the 2nd meeting, PAX has developed a template for the collection of materials for the Library. The template has been uploaded in the GDrive folder of the project. All partners are now able to fill it in with interesting and valuable resources obtained and discovered during the content development phase.

Once the go-live version of the platform is approved by the partners, PAX will duplicate the ENG version of the platform and all partners will be responsible



for the adaptation of their national versions incl. translation of the structure & upload of the national language version of all EUROPIA materials.

After the third meeting PAX will also develop a short guide with instructions on how materials and resources could be uploaded in the Interactive library. Afterwards, all partners will upload relevant materials on their own.

Testing, evaluation, and valorization

Apart from delivering quality project outcomes, the partners aim to continuously evaluate, improve, and promote the results throughout the five implementation steps. The testing and evaluation of the project outcomes aim to improve the educational framework and training materials to develop a framework for understanding EU history, law, and policy in terms of common European values, principles, and identity to overcome stereotypes and prejudices among students from different parts of Europe.

First and foremost, as in any project management, evaluation is an important step in ensuring the success of the project.

One component of the evaluation process is to ensure the quality of the project by measuring the performance indicators set out in the project proposal. These will be constantly monitored during the project management process by the leaders of all partner teams and the designated quality assurance lead, Pax Rhodopica Foundation.

In addition to this evaluation of the implementation process, the second component in the project evaluation is the quality of the outcomes developed.

In order to ensure the quality of the materials, all of this relies, in addition to collaborative work, on a constant internal review process by all project partners. Then, an instrumental procedure in content evaluation is piloting.

Piloting allows potential risks to be identified and mitigated prior to full-scale implementation of project outcomes. By testing the project in a pilot summer school and then with experts from partner organizations, we can uncover potential issues and challenges that might not be apparent during the planning phase or even during the internal review of materials. Also, piloting these two stages will allow us to collect more accurate feedback from end users, not only academic staff but also students. This feedback is particularly important in order to make adjustments and improvements based on real user experiences and also to align project outcomes with the expectations, needs, and objectives of the target groups.

As in all project activities, all partners will participate in the piloting process. The Transilvania University of Brasov will develop the piloting framework for both the pilot summer school and the national piloting strategy according to the



project objectives and proposed performance indicators and adjust according to the partners' input. Partners will implement this process after debating their strategy and the tools used to collect feedback.

As a final milestone of the project, the partners will promote the project to its target public. This phase is the valorization of the developed outcomes of the concept and on-wheels summer school concept and prototype.

As the project integrates diverse perspectives, best practices, and expertise from different cultures and regions, involving collaboration between academic staff with various skills and experiences, it accumulates a wealth of knowledge and resources. Promoting the project to the public ensures effective knowledge transfer, allowing participants to benefit from the expertise and lessons learned during the project. By presenting various perspectives, the project raises awareness and promotes sensitivity to different cultural backgrounds as well as acceptance of diversity and social inclusion in the European context.

The aim of this step is to raise awareness of the project and to encourage as many potential beneficiaries as possible to make use of its outcomes. The valorization phase also encourages feedback and continuous improvement of the materials.

Several channels and strategies will be used for large-scale valorization. Dissemination and exploitation strategies developed by Pax Rhodophica, respectively, the University of Zagreb will ensure the long-term sustainability, visibility, and promotion of the project, especially after the end of the implementation period.

Then, at the level of each partner, a promotional event will be organized in which the target audiences will participate. These face-to-face events will allow collecting feedback from participants and especially a direct interaction with the key publics and the possibility for them to ask questions and make recommendations.

At the international level, the valorization will be done through a large-scale digital campaign that will aim to raise awareness of the importance of understanding the European context, in particular regarding common European values, the principles of unity and diversity, and the coexistence of national and European cultural identity, awareness, and social and historical heritage. It will



also raise awareness of the importance of renouncing and overcoming prejudices and stereotypes based on culture, identity, and tradition.