



MANUAL

for the university academia



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Part 1. Introduction

This Manual serves as a comprehensive guide for the organization and execution of educational activities within the On-Wheels Summer School (OWSS) framework. It is designed to provide educators with the necessary knowledge, strategies, and methodologies to effectively conduct training sessions on European values, identity, and socio-political dynamics. The document builds upon the pilot experiences of OWSS, integrating feedback and best practices to enhance the quality and inclusivity of educational activities.

The primary objective of the manual is to equip educators with both professional and personal competencies required for engaging and dynamic learning experiences. It emphasizes the importance of critical engagement, ethical teaching, intercultural competence, and interdisciplinary approaches in fostering meaningful discussions on European history, identity, and governance. Additionally, it provides guidelines on adapting educational content to diverse learning environments, ensuring that sessions are interactive, inclusive, and contextually relevant.

Beyond pedagogical guidance, the manual outlines the structural and logistical aspects of organizing OWSS, including communication strategies, participant motivation techniques, and best practices for fostering intercultural dialogue. It also provides a detailed educational plan, featuring course outlines on topics such as European integration, national identity, historical memory, and legal frameworks. These modules are designed to encourage critical reflection and active participation while promoting mutual understanding among students from different cultural and national backgrounds.

Ultimately, this manual aims to bridge the gap between education and European civic engagement, preparing both educators and participants to explore complex socio-cultural dynamics while fostering a sense of shared European identity. It serves as both a practical toolkit and a conceptual framework, ensuring that OWSS remains a transformative platform for learning, discussion, and cross-cultural exchange.

2. Training of educators / Personal and professional competencies

The organization of educational activities within this project requires appropriate preparation. Based on the pilot OWSS and in the context of post-pilot OWSS feedback, we acknowledged the need for a careful selection of educators. In that context it is necessary to explore the personal skills and merit-based knowledge that form the context and content of such educational process. The training of educators will require both awareness of the personal attitudes and professional background and knowledge.

The educational process requires active and open engagement of educators. They need to possess the skills of public appearance, to speak openly and to set new avenues for communication. The educator needs to have basic interest in history, politics and other social sciences relevant to the discussed topic. This is particularly important in the context of questions, doubts and lack of knowledge about basic historical events and developments in the social reality among participants. Importantly, the educators' role is not to search for the achievement of one, preliminary defined goal or conclusion, but to create the background for an open and inclusive discussion that encourages participants to learn more and to actively participate and share their own knowledge and experience.

Prior to the participation in the educational activity, the educators need to explore the discussed topic both in terms of general knowledge on the subject, as well as in the context of the educational materials. The materials contain brief content related introductory notes for educators that should be useful as preliminary guidelines. Apart from the prepared introductory notes and own knowledge, we strongly encourage educators to use the educational materials as a starting point for a wider educational journey based on own initiative and curiosity.

Professional background

The educators should possess education relevant to the discussed topics (so far the educational materials cover such areas as history, sociology, political science and law). The educators should have also educational training competences obtained from a recognized pedagogical institution or relevant educational body. Importantly, these requirements should not exclude educators willing to use our materials in order to obtain experience and increase educational competences. However, they should carefully familiarize themselves not only with the existing Training kits, but also with the prepared educational examples, as well as this Manual and the Guidebook. It is recommended, especially in the context of young and unexperienced educators, to invite as educational support,

teachers of history, law or political science or experts with relevant knowledge and experience in the discussed field.

Prior to the educational session, educators must clearly define their goals and appropriately select their educational tools. Whereas, the authors of these educational materials aimed primarily at providing materials for comparative analysis facilitating critical reflections and enhancing dialogue and reflection on the similarities and differences among the discussed member states, it remains a role for the educator to clearly define the scope and appropriately select/adjust the educational activities.

The educators can define the time, scope and purpose of the educational activity. It can range from short and episodic activity aiming to sketch an educational matter or to serve as a warming up activity for various socializing activities to lengthy and extensive courses, summer school activities or educational curricula. Hence, the educators need to familiarize themselves with the content of the educational activities in advance and to decide which topics, for what purpose, for how long and in what capacity will be used. During the pilot OWSS we have noticed that the educational activities become much more interactive and dynamic after a proper ice-breaking session and skilful shortening of the distance among first time participants.

Among the numerous educational methods, trainers can consider teacher-centred instruction, student-centred or constructivist approach, differentiated instruction, project based learning, group and individual learning, inquiry based learning, flipped classroom or role-playing. All of these methods were tested and proved adaptable to the produced educational material during the OWSS.

Within the wide plethora of training methods, techniques and tools the educators should identify the most appropriate ones and apply them consistently. They should also keep in mind that it is not easy to reach the balance between a longer educational activity that allows for more in-depth discussion that comes at the expense of boredom and shorter activities that keep participants energetic, but barely allow to touch the core of the discussed problems. Still, our pilot experience suggests that on average activities within the range from 45 to 75 minutes deliver satisfactory results. Longer sessions need to be divided by breaks.

The educational materials are adaptable to different, yet complementary educational methods as teacher-centred, learner-centred, content-focused, as well as interactive or participative methods. They also allow for a flexible and consistent approach accenting on the directing, discussing or delegating of educational tasks based on the rich educational material. Educators can adapt the educational materials to own preferable teaching methods through encouraging listening and following directions, facilitating interaction or/and achieving educational goals through empowerment of trainees.

When framing the educational concept, educators should also take into consideration the group specificities, like age, background knowledge, educational environment and group formation. Working with a relatively homogenous group of peers sharing similar educational experience for a short period of time (few hours or a day) differs profoundly from a diverse group of participants from different cultural and political environments with diverse educational experience and wider age differences gathered together for a longer period of time. Hence, the educator should carefully plan the framed workload, appropriate teaching methods and the timing of their application.

As a consequence of our OWSS pilot experience, we recommend that in the case of longer educational programs, educators should take into consideration less teaching intensive programs that provide a combination of diverse educational techniques, intertwined with field activities, ice-breaking and integrating exercises, wider cultural program and promotion of mutual engagement and understanding.

The teaching competences required for possible lecturers in the On-Wheels Summer School for the socio-cultural evolution of European values, principles, identity, and awareness can include a range of specialized skills and knowledge areas. Some relevant teaching competences are:

2.1. Critical Engagement with Content: Encouraging debate, analysis, and introspection regarding European socio-cultural dynamics and their contemporary implications

The prepared materials aim to deliver basic information and to encourage critical reflection among participants. Whereas, the information is consciously distilled for educational purpose and the selection delivers the needed background, basic knowledge and brief introductions are provided. Still, the educator should encourage critical engagement and encourage participants to be critical.

Example: During the pilot summer school, when discussing the content of the national anthems, participants realized that the analysis of anthems lyrics without the music is not complete and used the easy on-line access to make the exercise more complete. This step sparked a discussion on historical contexts, inter-state relations, overlapping historical destinies and sources of inspiration.

Particularly, in groups with participants from different countries, there is an enormous “sleeping” potential, as group members have very different experiences. A careful navigation of the discussion and encouraging participants to share experience or explain personal experience and/or history opens completely new avenues for discussion and comparisons.

2.2. Commitment to Ethical Teaching: Respect for diverse opinions, adherence to academic integrity, and fostering a safe environment for the free exchange of ideas

The educational process at national level often demands from teachers and educators to defend a particular national, historical, political or ideological paradigm. This can lead to misunderstanding and disputes that hardly expand individual viewpoints. Such an approach can be particularly harmful in situations when alternative viewpoints concern the same events. Hence, it is of crucial importance to understand that the prepared educational materials do not aim to prove that one or another historical narrative, political or ideological views are better or worse. Instead, it searches for establishing bridges for intellectual comparisons and recognition of shared experience.

Educators should carefully identify group members. In that sense, we strongly recommend introductory and ice-breaking activities that will allow educators to get a better understanding of the group members. While moving on with the merit based part of the educational activity, the educator should be very careful about the equal treatment of all participants, the equal division of tasks of similar difficulty, fair management of time in discussions, inclusiveness and encouragement for participation of those participants that are less engaged. The educational materials should not be used to disseminate hate speech, humiliation or promotion of any offenses based on ethnic, religious or any other form of segregation and discrimination. They should serve the purpose of encouraging inclusive, reflective, friendly and open discussion on matters of shared influence that expand knowledge and worldviews but not at the expense of others.

2.3. Use of Multimedia and Digital Tools: Leveraging presentations, online resources, and digital collaboration tools for dynamic and interactive sessions

The prepared educational materials allow for their swift adaptation into various educational techniques. The short materials can be further synthesised into powerpoint, canva or any other presenting document. The uploading of all educational materials and its online availability provides for the use of ICT techniques and equipment that fosters group engagement through the easy access to educational data. We strongly encourage the uploading and sharing of educational scenarios, experience and ideas, as they will further enrich the usage opportunities for the educational materials. The new ideas, concepts and scenarios can be sent to the project email and upon approval will be uploaded in the separate section Educational Tips at the website.

Furthermore, the easy access to educational materials also provides for the organisation of online educational activities. Although we strongly recommend in-person activities as they leave a longer

footprint and contribute to establishing personal bonds and connections, we still admit that online educational activities can also contribute to dismantling embedded prejudices and stereotypes. Whereas, the form, length and topics are to be determined by the educator, it is worth having in mind that a consistent and inclusive model of activity contributes to the achievement of the educational goals.

2.4. Interdisciplinary Approaches: Integrating Multiple Disciplines for Holistic Perspectives

The increasing complexity of socio-cultural and political issues in Europe demands an educational approach that transcends traditional disciplinary boundaries. Interdisciplinary teaching methods offer a comprehensive framework for analyzing and addressing such complexities. In this context, lecturers in the summer school must integrate insights from disciplines like history, sociology, law, literature, and others to provide students with a holistic understanding of topics such as European identity and socio-cultural dynamics. Therefore, we want to offer some practical strategies for the implementation of interdisciplinary approaches.

Interdisciplinary teaching fosters practical applications of theoretical knowledge. Case studies, such as analyzing European Union policies, illustrate how historical precedents, sociological trends, and legal considerations converge to shape contemporary practices. By integrating literature and cultural studies, educators expose students to diverse narratives and lived experiences. This promotes empathy and an appreciation for the complexity of cultural identities within Europe. Such awareness is crucial in fostering inclusive dialogue and mutual understanding. Encouraging collaboration among lecturers from various disciplines enriches the learning experience. For example: A historian and a sociologist might co-teach a module on migration, combining historical trends with sociological analyses of integration; Legal scholars and literary experts could explore human rights through legal texts and literary narratives.

2.5. Participant-Centered Facilitation: Engaging Students Actively in Learning

Participant-centered facilitation emphasizes active involvement, collaboration, and learner-driven exploration, fostering critical thinking and creativity. It shifts focus from teacher-led instruction to meaningful participant engagement through workshops, group exercises, and interactive site visits. This approach enhances comprehension, skill development, and cultural competence by immersing learners in dynamic activities. Key principles in this summer school include active engagement,

collaboration, learner autonomy, contextual relevance, and reflective practice. Active participation fosters deeper understanding and skill development, while group exercises improve teamwork and communication. Interactive site visits link theoretical concepts to real-world scenarios, fostering cultural awareness and empathy.

The summer school workshops benefit from clear objectives, engaging content, and interactive techniques like brainstorming and debates. Group exercises will encourage problem-solving and collaboration, especially when roles are defined and diverse participants share perspectives. Interactive site visits will require preparation, active participation, and post-visit reflection to consolidate learning outcomes. Facilitators should address challenges like unequal participation by encouraging quieter voices, manage time effectively, and ease resistance to active learning by gradually introducing new methods. Participant-centered facilitation transforms education by emphasizing active learning, collaboration, and practical application. This approach equips learners to navigate and contribute to complex, interconnected contexts while fostering a lifelong love for learning and will be strongly used in the summer school.

2.6. Intercultural Competence: Managing Culturally Diverse Classrooms

Intercultural competence is essential for managing culturally diverse classrooms and fostering inclusive, respectful, and constructive discussions. This skill equips educators to address the challenges of teaching in international contexts while promoting mutual understanding and collaboration. Key principles include cultural awareness, empathy, adaptability, and respect for diversity. The summer school educators should create an inclusive environment where all perspectives are valued, enabling open and respectful dialogue among participants. Encouraging active listening and providing opportunities for shared learning enhance intercultural understanding.

Strategies for fostering intercultural competence include using culturally relevant materials, facilitating group discussions that highlight diverse viewpoints, and incorporating case studies from different cultural contexts. Ice-breaking activities can also help bridge cultural gaps and build rapport among participants. Interactive activities, such as role-playing scenarios and collaborative projects, promote engagement and cultural empathy. Addressing challenges like language barriers and cultural misunderstandings requires patience, clear communication, and the use of translation tools if needed. Educators should model intercultural competence by demonstrating open-mindedness and adaptability in their teaching practices. By embracing intercultural competence, educators will create dynamic, inclusive learning environments that prepare participants to navigate and contribute to an interconnected and multicultural world.

3. OWSS – organization, communication, motivation

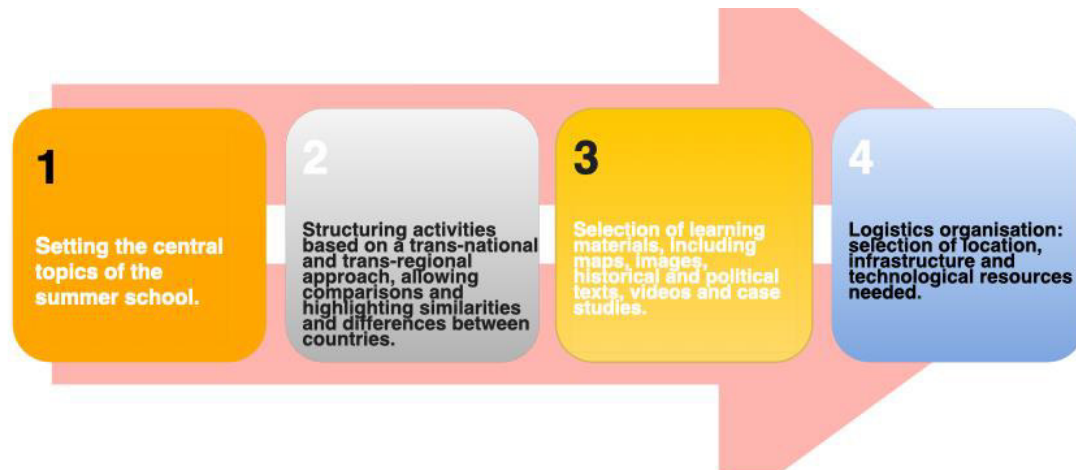
OWSS Summer Schools are designed as an ideal framework for promoting intercultural dialogue and cooperation between students from different European cultures. They aim to build bridges to better understand national heritage, cultures and traditions, contributing to an integrated European dimension. The programmes are centred on European integration and use inclusive materials reflecting the perspectives of both EU Member States and future Member States, with the ultimate goal of building a united and equitable Europe.

A central element of OWSS summer schools is to provide participants with a clear and balanced understanding of political processes and social relations. These programmes encourage the identification of similarities and differences between participating countries, helping learners to connect local perspectives with regional and international influences. Comparative analysis in a broader European context highlights the cultural, historical and political links between nations, thus promoting intercultural dialogue. In addition, OWSS schools inspire participants to explore shared experiences more profoundly and pursue further research in relevant areas, contributing to an understanding of a diverse Europe.

All these objectives can be achieved through a combination of organisational flexibility, educational creativity, and participant active involvement.

The planning of OWSS Summer Schools is based on the training resources and tools you have at your disposal on the digital platform and in the project e-library. You can choose varied topics from two or more modules based on the objectives you propose, the expertise and experience of the instructors, the field of study and level of training of the learners, the biographies and previous teaching experience of the instructors and the duration of the respective summer school. It is recommended to combine teaching activities with field visits in order to deepen the topics covered during the school.

Figure 1. Steps in planning an OWS summer school



Logistics organisation

Organising an OWSS Summer School requires careful and detailed planning to create a memorable and well-balanced educational experience. An optimal programme duration would be two weeks, which is enough time to combine didactic activities, field visits, and socialising. This will allow participants to learn, explore local culture and traditions and make friends in a relaxed environment. The programme should be structured so that educational activities occur from Monday to Friday, leaving weekends free for social or recreational events. This balance is essential to avoid overburdening participants while encouraging informal interaction between them.

From the start, creating a friendly and open atmosphere is essential. An ice-breaking event, such as a communal dinner or other social gathering, can be organised on the first evening. This helps participants get to know each other, facilitating the formation of a learning community. At the end of the programme, a similar event can celebrate shared achievements and strengthen the bonds formed along the way.

The location plays a key role in the logistical and educational success of the summer school. It is preferable to be in a place that offers easy access, close to international airports or railway stations. In addition, a location with tourist appeal will add to the overall experience by allowing participants to explore the local culture. The accommodation should enable all participants to stay together, with

a standard room available for informal meetings or group work, thus reinforcing the sense of community.

Teaching activities should be well organised and diversified. Ideally, the summer school should combine interactive lessons, workshops and group exercises that stimulate the active involvement of participants. These activities can be run in a joint format, where all participants follow the same programme, or in parallel, allowing them to choose the courses that interest them most. Depending on the option chosen, several lecturers or experts may need to be involved, each contributing unique perspectives. A special session, such as a keynote lecture by a guest speaker - a politician, expert or researcher - can add value to the programme.

Field visits are another essential element, complementing the teaching activities. These may include exploring relevant cultural or historical sites and providing participants with the necessary context to understand better the topics discussed during summer school. At the same time, strategically organised extracurricular activities will encourage collaboration and the exchange of ideas in an informal environment.

Organisations should send out the reading materials in advance to support the learning process, giving participants time to prepare. If the group comprises participants with varied backgrounds, introductory lectures should be included at the beginning of the programme to ensure a joint knowledge base. On the other hand, if the group is homogenous and already has an advanced level of knowledge, the courses can be adapted to explore more complex topics.

A well-thought-out logistical organisation facilitates educational activities and provides enjoyable and meaningful experiences for all participants. The collaborative atmosphere, opportunities for learning and cultural exploration, and an accessible and attractive location will make the OWSS Summer School a successful event capable of inspiring and connecting future generations of European leaders.

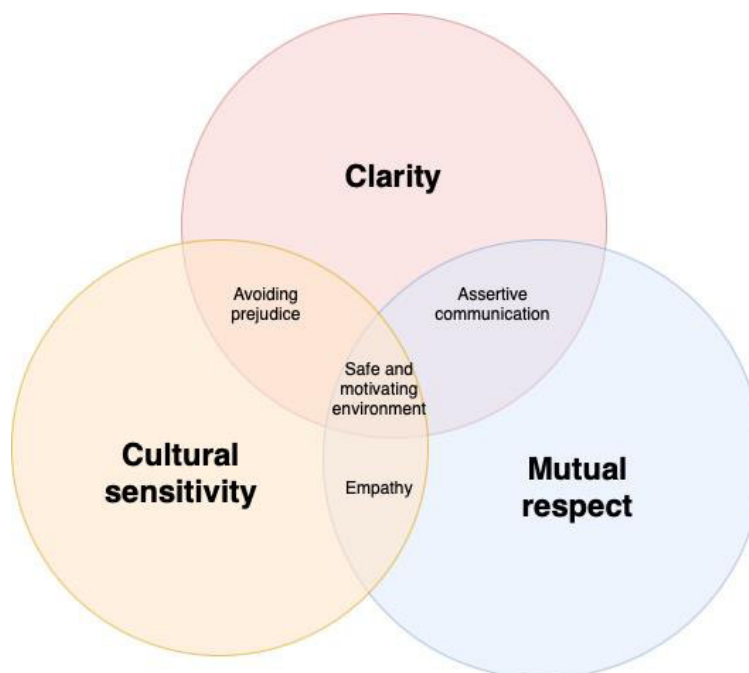
Effective Communication with and Motivation of Learners

Communication is one of the fundamental pillars of any OWSS summer school. To create an equitable and inclusive educational environment, trainers must approach communication with clarity, mutual respect and cultural sensitivity. It is essential that they express their cultural values, thus setting an example for participants and cultivating a climate of understanding and tolerance. In such an environment, learners feel valued and encouraged to participate actively without fear of judgement.

To manage the challenges that can arise in a culturally diverse group, teachers need to address sensitive topics such as discrimination, prejudice and stereotyping openly and constructively. When tensions arise, two key tools are assertive communication and empathy. Assertive communication

involves clear and direct interactions free from aggression or moralising, while empathy helps teachers understand learners' emotions and perspectives, thus promoting dialogue and cooperation. These tools not only resolve potential conflicts but also create an environment favourable to learning and personal development.

Figure 2. Components of effective communication strategy in the OWSS framework



Motivating learners is another crucial aspect of a successful summer school. Trainers can combine traditional teaching methods, such as lectures and textual analyses, with modern techniques, such as the use of visual, digital and collaborative resources. Mixed teams comprising participants from different cultures are fertile ground for intercultural dialogue and exchanging ideas. Interactive activities such as case studies and group projects add dynamism and involvement. In order to maintain motivation, it is important to emphasise the practical relevance of the topics discussed, linking them to the personal and professional development of the learners. Recognising progress through symbolic rewards or public recognition of achievements can stimulate enthusiasm and active involvement.

Through effective communication and well-chosen motivational methods, OWSS summer schools can create a vibrant educational environment in which participants not only learn but actively contribute to an exchange of ideas and values that builds bridges between cultures and perspectives.

Strategies for Attracting Participants to OWSS Summer Schools

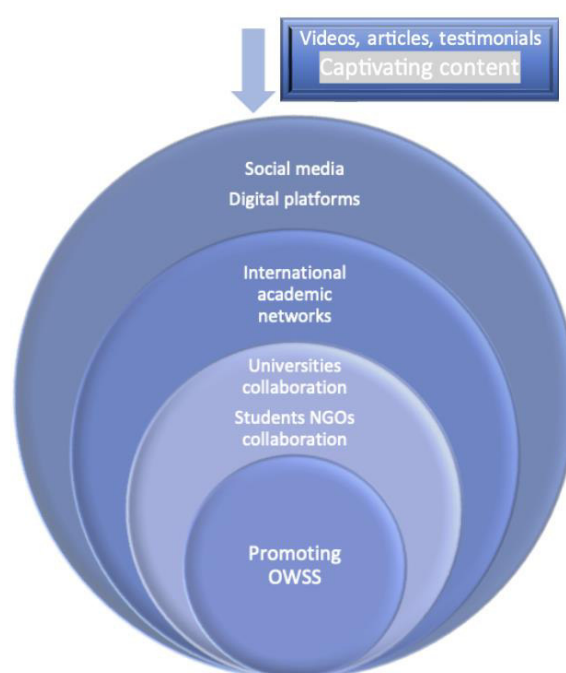
The success of an OWSS summer school depends heavily on its ability to attract motivated and diverse participants, which requires a well-targeted promotion strategy.

Promoting OWSS programmes should harness the power of social networks and digital platforms. Regular publication of compelling content - articles, videos, testimonials from former participants - can spark interest and answer questions from potential learners. Collaboration with universities, student organisations and international academic networks is also an effective way to disseminate information to a relevant audience and stimulate enrolments.

To capture the participants' attention, it is vital to emphasise the clear benefits of attending summer school. The OWSS programmes offer unique opportunities to develop intercultural competencies, deepen critical thinking, and participate in relevant discussions on European topics. Trainees will also have access to an international network of peers and experts, which can broaden their professional and academic horizons. The academically recognised certification of participation is another attractive element, especially for those interested in developing an international profile.

The selection process should be transparent and promote the group's cultural diversity. A balanced mix of participants from different ethnic, cultural, and educational backgrounds enriches the collective experience and contributes to the fulfilment of the main objective of the OWSS schools: building bridges between cultures and perspectives. In this sense, equity in selection is essential to the success of the programmes.

Figure 3. Key Elements for Promoting OWSS Summer Schools



Through effective activity organisation, clear communication, and the creation of an inclusive learning environment, the academic staff can contribute to developing a more tolerant, understanding, and intercultural competent generation. Student-centred, integrated, and participatory approaches remain key to the success of OWSS programmes.

4. Educational plan OWSS (goals, objectives, strategies, effectiveness)

In this section of the EUROPIA Manual, the teachers/trainers/lecturers can find 18 examples of courses that can be taught in EUROPIA summer school. Alternatively, university teachers can use some of these and introduce them to their university curricula. The 18 courses, six belonging to each of the three thematic topics developed by the EUROPIA consortium, can be conducted through various activities with students. Teachers can create as many classes as they wish to achieve the objectives of these courses. In the EUROPIA platform, the teachers will find examples of such activities (Activity Cards), case studies, exercises and quiz questions, but they can also develop additional ones depending on their teaching needs.

Course 1: Complex nature of the EU and the perceptions of the polity

Objectives:

The course aims to introduce students to the complex and sui generis nature of the European Union. Its definition as neither a state nor a classic international organisation is only a starting point in understanding the multifaceted nature of this polity and the relations between its component structures and actors. More than 70 years of regional integration in Europe has created a peculiar polity able to make decisions and affect the everyday lives of its citizens, who, at the same time, remain the citizens of the member states. The political process in the EU happens on several levels, involving many actors and putting them into many vertical and horizontal relationships. This complex nature affects the identities and perceptions of the EU citizens about the EU polity. However, the process is two-sided; citizens' perceptions, ideas, and actions impact the polity and frame the policies the EU institutions and member states governments make. The course aims to inspire students to critically assess the nature of these internal EU relations.

Learning outcomes:

At the end of this course, students will understand the unique and complex nature of the European Union as a polity that is neither a traditional state nor a classic international organisation. They will be able to identify and analyse the various structures and actors within the EU, understanding their roles and interactions in the decision-making process. They will also be able to critically assess and reflect on the internal relationships within the EU, fostering a deeper understanding of the interconnectedness of its component structures. Secondly, students will be able to evaluate how citizens' perceptions, identities, and actions influence the EU polity and the policies formulated by EU institutions and member state governments. Finally, students will be able to enhance their research and presentation skills by engaging with relevant literature, conducting analyses, and effectively communicating their findings on EU-related topics.

Methods:

The course combines interactive lectures, moderated discussions, workshops, student presentations and visits to EU institutions or their representations in EU member states or worldwide. Please consult the activity cards for teachers and case studies offered on the EUROPIA platform that can be used in class.

Materials:

Please consult Training Kit 5, "EU in the Eyes of People." You can also explore the EU website at https://european-union.europa.eu/index_en.

Course 2: Perceptions of the EU in non-member states/candidate countries

Objectives:

Starting with the premise that public and elite perceptions create enabling or constraining contexts for political decision-making, the course offers insight into the perceptions of the EU and European integration process in non-member states, namely those candidates for membership. Currently, there are nine candidates and one potential candidate for membership. The course critically assesses the public and elite perceptions in these countries towards different aspects of the EU integration process, especially their accession prospects. The students are directed to identify gaps between public and elite perceptions and how they influence accession. Also, the course discusses the main factors influencing elites and public perceptions about the EU integration process.

Learning outcomes:

By completing this course, students will be able to critically analyse public and elite perceptions of the EU and the European integration process in non-member states. They will be able to identify the factors that influence the perceptions of the EU and accession prospects of candidate countries, including socio-political contexts, historical relationships with the EU and other global actors, media influences, political discourse, economic considerations and cultural determinants. The course fosters critical thinking skills by engaging with diverse perspectives on EU integration and encouraging thoughtful discourse on the impacts of these perceptions on both policy and public opinion. The students will be encouraged to apply theoretical concepts related to political decision-making and public opinion to real-world scenarios in candidate countries, demonstrating an understanding of the complexities and challenges of the EU integration process. The course should also prepare the students to participate in informed discussions and debates about the future of EU expansion and integration.

Methods:

Interactive lectures, data visualisation, insights and analyses on EU perceptions in non-member states through student written reports and presentations; case studies; analyses of public opinion surveys and political leaders' discourses about the EU.

Materials:

TK5 EU in the eyes of the people

Also, consult the relevant case studies and activity cards on the EUROPIA platform.

Course 3: Mutual perceptions and relations between European countries

Objectives:

The course aims to explore the dynamic and multifaceted perceptions and relations between European countries. Through the analysis of case studies, the course will examine how historical, cultural, political, and economic factors shape mutual understandings and interactions among European nations. The course will delve into the evolving nature of these relations in light of regional integration, transnational challenges, and global dynamics. By emphasising comparative and interdisciplinary approaches, the course aspires to provide students with tools to critically assess how mutual perceptions influence policymaking, public opinion, and cross-border cooperation within Europe.

Learning Outcomes:

By the end of the course, students will:

- Demonstrate a comprehensive understanding of the historical, cultural, and political factors that have shaped mutual perceptions among European countries.
- Analyse specific case studies to identify patterns and variations in bilateral and multilateral relations between European nations.
- Critically evaluate the impact of mutual perceptions on regional cooperation, conflict resolution, and policymaking in Europe.
- Develop comparative insights into how different European countries view and interact with one another using interdisciplinary methods.
- Enhance their ability to present and defend arguments through written assignments, group discussions, and presentations.

Methods:

The course will utilize a blend of teaching methods to foster engagement and critical thinking:

- Interactive lectures to provide theoretical frameworks and historical context.
- Case study workshops where students will analyze specific examples of inter-European relations.
- Moderated discussions encouraging debate and peer learning on complex topics.
- Student-led presentations to promote active learning and research skills.
- Students can take field trips or virtual tours to embassies, cultural institutions, or international organizations to witness the practical applications of course themes.

Course 4. The rule of law in the European Union: case study of art. 7

Objectives:

The objectives of the course is to explain the EU mechanism aimed at the protection of EU values (particularly rule of law) in member states. The course is centred around the analysis of the Article 7 TEU and its key points while major focus is put on the explanation of Article 7 procedure against Poland launched by the European Commission in 2017 and closed in 2024 and the ongoing procedure against Hungary.

Learning outcomes:

By the end of the course, students will:

- Demonstrate a comprehensive understanding of the essence of the art. 7 TEU provisions

- Analyze specific case studies to identify key patterns of bilateral cooperation between European Commission and governments in Poland and Hungary
- Critically evaluate the impact of Art. 7 procedure on rule of law principle in EU member states
- Develop students' analytical skills through interactive group tasks

Methods:

The course will be based on the following teaching methods:

- Interactive lectures to provide theoretical framework and contexts (historical, situational and institutional) of the discussed phenomenon;
- Case study workshops explaining the essence of art. 7 procedures against Poland and Hungary;
- Discussions in subgroups and presentation the outcomes on the group forum encouraging debate and peer learning on analysed topics;
- Debate on prospects of rule of law in the European Union

Also, consult the relevant case studies and activity cards on the EUROPIA platform.

Course 5. Posted workers directive and the division between East and West

Objectives:

The objectives of the course is to explain the case of the posted workers directive and debate around its content and adoption which shows a dividing line between the economic and social interest groups of Western and CEE countries.

The course is centred around the analysis of directive 2018/957/EU Article, its legislative process filled with debates about “social dumping” and proper understanding of the internal market rules, where liberal logic clashes with the social Europe. The course also aims at the analysis of mechanisms empowering national parliaments in EU legislative process, together with the judicial control of EU legislation under art. 263 TFEU.

Learning outcomes:

By the end of the course, students will:

- Demonstrate a comprehensive understanding of the essence of the issue of posted workers and its implications to the functioning of the EU single market.

- Analyse the reasoning behind Polish position towards posted workers (free movement of services, balance between the protection of social rights and principles of the single market) put against position of Western countries, like France, which stressed the necessity to assure equal treatment while protecting “social Europe”
- Critically evaluate the impact of legislative process leading to the adoption of directive 2018/957/EU, with particular focus on “yellow card” procedure
- Critically evaluate the politicization of the issue of posted workers in the EU, which served as a dividing line between East and West
- Develop students’ analytical skills through interactive group tasks

Methods:

The course will be based on the following teaching methods:

- Interactive lectures to provide theoretical framework and contexts (historical, situational and institutional) of the discussed phenomenon
- Case study workshops explaining the essence of “yellow card” procedure activated in the case of directive 2018/957/EU together with political narratives used among Member States which advocated for and against the adoption of directive 2018/957/EU
- Discussions in subgroups and presentation the outcomes on the group forum encouraging debate and peer learning on analysed topics
- Debate on socio-political implications of the posted workers directive 2018/957/EU

Materials:

- <https://www.ft.com/content/6ed52842-b89b-11e7-9bfb-4a9c83ffa852>
- <https://library.fes.de/pdf-files/bueros/bratislava/15393.pdf>
- <https://www.euractiv.com/topics/posted-workers-directive/>
- <https://www.politico.eu/article/emmanuel-macron-eastern-europe-posted-workers/>
- <https://www.socialeurope.eu/revised-posted-workers-directive-throwing-out-the-baby-with-the-bathwater>
- <https://www.bruegel.org/blog-post/eu-posted-workers-separating-fact-and-fiction>
- <https://www.bruegel.org/blog-post/revision-posted-workers-directive-misses-point>
- Legal text of directive 2018/957/EU
- CJ judgment of 8 December 2020 (C-626/18)

Course 6. Impact of Enlargement on Citizens' Attitude towards the European Union - Case of Poland

Objectives:

The objectives of the course is to explain the impact of the enlargement issue on the attitude of the Polish citizens toward the European Union. Particular accent is put on the dynamics of public support for the European Union and Polish membership in the European Union in light of the announced 2030 Enlargement Agenda. The course concentrates on defining the evolution of the EU enlargement policy and key factors shaping this policy as a part of the EU foreign policy reform since Russia's full scale invasion of Ukraine. Therefore, the course uses the comparative method in order to evaluate similarities and differences of the EU institutional approach toward the enlargement agenda in years 2014-2022 and 2022-2024.

Learning outcomes:

By the end of the course, students will:

- understand the essence of the legal context shaping the EU foreign policy and its institutional cooperation on the enlargement issue;
- know the main evolution stages of the EU foreign policy in years 2014-2024;
- critically evaluate the current status quo between member states and EU supranational institutions regarding the enlargement agenda-setting;
- analyse impact of different factors on the tempo and scale of the EU foreign policy reform in current geopolitical context.

Methods:

The course will be based on the following teaching methods:

- group debate concentrating on advantages and disadvantages of EU 2030 Enlargement Agenda;
- interactive lectures aimed at providing the legal and situational context of the EU foreign policy reform in current circumstances;
- discussion in subgroups on issues related to the impact of enlargement policy on citizens' attitude towards the European Union.

Course 7: Representing National Identity in a European Framework

Objectives:

This course introduces students to national identity and its representation within the European Union. Participants evaluate the characteristics of their national identities and explore how they can align with broader European values. The focus is on encouraging mutual understanding and proposing cooperative solutions to common social challenges.

Learning Outcomes:

- Analyse national identity traits and their impact on European unity.
- Propose intercultural projects that address standard EU challenges such as integration or cultural exchange.
- Enhance group collaboration and project management skills in an international context.

Methods:

The course includes seminars and group activities where participants identify national characteristics, develop project proposals for EU funding, and present their findings.

Materials:

Training Kit 6, Supplementary resources from e-Library, and European project planning tools (<https://pm2.europa.eu>) .

Course 8: National Heroes and European Unity: Bridging Myths and Identities

Objectives:

The course explores the role of national heroes and myths in shaping national and European identities. By examining examples such as Vlad Țepeș, Stephen the Great, and other legendary figures, students will assess how these stories contribute to cultural cohesion within Europe. The course encourages participants to critically analyse the interplay between historical facts and mythological narratives and their implications for modern European integration.

Learning Outcomes:

- Understand the significance of national heroes in developing national and European identities.

- Develop critical thinking skills to evaluate the transformation of historical figures into mythological symbols.
- Present and defend arguments about the role of cultural narratives in fostering European unity.
- Strengthen collaboration skills through group discussions and role-playing exercises.

Methods:

The course combines storytelling, workshops, and role-playing activities where students develop speeches for national heroes to advocate for European diversity in a unified parliament setting.

Materials:

Training Kit 6, Supplementary historical texts from e-Library

Course 9: European Culture Through National Lenses: A Comparative Approach

Objectives:

The course aims to deepen students' understanding of how national narratives and cultural heritage contribute to a shared European cultural model. Students will uncover the dynamics of unity in diversity through comparative analysis of myths, historical events, and cultural symbols from different European countries.

Learning Outcomes:

- Compare and contrast cultural narratives from European contexts to identify commonalities and differences.
- Discuss the duality of Europe as a “sickness and cure” in national discourses and its relevance today.
- Develop intercultural communication and analytical skills to navigate complex cultural identities.

Methods:

Interactive lectures, text analysis, and discussions on topics such as myths of national heroes, historical cultural shifts, and the metaphor of Europe as a bridge between worlds.

Materials:

Training Kit 6 selected readings on European cultural narratives, Training Kit 3 “Identity and Nationalism” from the ReNewEurope project, Supplementary resources from e-Library.

Course 10: Identity elements of citizenship in national and European anthems

Objectives:

To make a study of the national anthems and the historical influence in their configuration. A better understanding of the different backgrounds of the European countries. To make a reflection about the presence of common European values in national anthems.

Learning Outcomes:

- Compare and contrast different identity narratives according to the lyrics of national and European anthems.
- Identification of commonalities and differences in those lyrics.
- Understanding of the particular elements of the history of each country.

Methods:

Interactive hearings of the national anthem's lyrics, text analysis, and discussions on topics such as commonalities and differences.

Materials:

The trainers and students will find the anthem's lyrics in Training Kit 6, and supplementary documents and historical texts from e-Library

Course 11: Reflections on Europe in national literature

Objectives:

Student's sensitization on common European values through national literature, and identification of the historical handicaps in the configuration of the EU. Students will learn the influence of the diverse national identities, heroes and myths.

Learning Outcomes:

- To open student's mentalities to the diversified history of each European country.
- Compare and contrast cultural narratives from European contexts to identify commonalities and differences.
- Development of intercultural communication and analytical skills to navigate complex cultural identities.

Methods:

- Text analysis, seminars and discussions on topics such as the different historical backgrounds, and common European values.

Materials:

Training Kit 6 selected readings and Training Kit 3 “Identity and Nationalism” from the ReNewEurope project, Supplementary resources from e-Library.

Course 12: Reflection on common European values through the design of the literacy of a common European Anthem.

Objectives:

The melody symbolizing the EU comes from the Ninth Symphony composed in 1823 by Beethoven. The anthem has no lyrics, only music. In the universal language of music, it is the expression of the European ideals of freedom, peace and solidarity. The course aims to identify a common dynamic and multifaceted perceptions and relations between European countries. The main purpose is trying to give a literacy to the European Anthem focused on these common European values, after a previous reflection on how historical, cultural, political, and economic factors shape mutual understandings and interactions among European nations.

Learning Outcomes:

- Student’s formation on European History.
- Better sensitization of students on common European values.
- Demonstrate a comprehensive understanding of the historical, cultural, and political factors that have shaped mutual perceptions among European countries.
- Development of comparative perspectives into how European countries view and interact with each other’s.

Methods:

The participants are divided into teams, trying not to have members of the same nationality in each team. The task of each team is to write lyrics for the European anthem.

Materials:

Training Kit 6 selected readings, and supplementary resources from e-Library.

Course 13: Exploring "Periods of Greatness" in European History

Objectives:

The course is designed to help students explore and critically evaluate the concept of "Periods of Greatness" in European history, focusing on the evolution of national historical narratives in different political contexts. By analyzing how significant events and figures are portrayed in various countries and time periods, students will gain insights into the role of historiography in shaping national identity. This analysis underscores the influence of political regimes, cultural shifts, and societal needs on historical narratives. The course encourages students to engage with historical content through discussion, group analysis, and presentations, fostering a nuanced understanding of how history is constructed and its impact on collective identity.

Learning outcomes:

By the end of this course, students will be able to:

- Analyze how historical figures and events are portrayed differently across various political regimes and cultural contexts, such as monarchy, communism, and post-independence periods.
- Critically assess the factors influencing historical narratives, including political ideologies, cultural priorities, and societal values.
- Identify and explain the role of historical narratives in constructing and reinforcing national identity.
- Collaborate effectively in groups to research and present comparative analyses of historical narratives across European countries.
- Reflect on the importance of critical thinking and the need for contextual analysis when engaging with historical sources.
- Enhance research, analytical, and presentation skills by engaging with diverse historical materials and contributing to structured group discussions.

Methods:

The course employs a variety of interactive teaching methods, including:

- Group reading and analysis of historical summaries related to key events such as the First Serbian Uprising, Ban Josip Jelačić's role in Croatian history, and Spain's Golden Age.
- Facilitated small group discussions to examine shifts in historical portrayals and their political or cultural underpinnings.
- Classroom presentations where groups summarize and share their findings.

- Guided reflections and follow-up writing activities to encourage individual analysis of how history is shaped by context.
- Access to curated resources from Training Kit 7: Common EU History and National Historical Heritage: Mission Possible.

Materials:

Students will use resources from Training Kit 7, particularly the "Periods of Greatness" section, which provides an overview of historical narratives across Europe. Additional materials include summaries of relevant historical periods, online resources, and selected textbook excerpts.

Course 14: Historical Memory and National Celebrations in European History

Objectives:

This course introduces students to the role of historical memory in shaping national identity through national celebrations. By examining key commemorative events from different European countries, the course aims to uncover how nations construct and sustain collective identity and cultural pride. Students will explore the evolution of national holidays, monuments, and their socio-political significance, fostering an understanding of the intersection between history, memory, and identity. The course challenges students to critically engage with how historical narratives are celebrated and how they influence contemporary societal values.

Learning outcomes:

By the end of this course, students will be able to:

- Analyze the historical and cultural significance of national celebrations in Serbia, Croatia, Spain, Poland, Romania, and Bulgaria.
- Examine the interplay between historical memory and national identity, identifying key events that shape collective narratives.
- Evaluate how political and cultural contexts influence the evolution of national commemorations and their interpretations.
- Present comparative analyses of national celebrations, identifying similarities and differences in how historical memory is preserved and celebrated.
- Reflect on the role of national celebrations in constructing their own understanding of history.

- Enhance their research, critical thinking, and presentation skills through active group collaboration and individual reflection.

Methods:

The course uses dynamic and interactive learning methods, including:

- Group reading and analysis of national celebrations from selected European countries.
- Small group discussions focusing on the historical significance and contemporary interpretations of national commemorative events.
- Group presentations summarizing findings, with a focus on the contribution of national celebrations to historical memory.
- Guided reflections to encourage individual analysis of how these commemorations influence societal values and collective identity.
- Access to curated content from Training Kit 7: Common EU History and National Historical Heritage: Mission Possible.

Materials:

Students will engage with resources from Training Kit 7, specifically sections on national celebrations such as Serbia's Statehood Day, Romania's Great Union Day, and Croatia's commemoration of Ban Josip Jelačić. Additional materials include summaries of relevant historical contexts, excerpts on commemorative practices, and online references.

Course 15: World War I and national narratives

Objectives:

This course aims to help students analyze how World War I is represented in various national contexts, focusing on the historical narratives shaped by political, cultural, and social influences. By exploring textbook narratives and creating comparative analyses, students will develop a deeper understanding of the interplay between historiography, national identity, and ideological shifts. The course highlights the importance of studying history through multiple perspectives and encourages critical thinking to uncover biases in historical writing.

Learning outcomes:

By the end of this course, students will be able to:

- Examine how World War I is depicted in textbooks from different European countries, identifying variations in tone, emphasis, and interpretation.

- Analyze the influence of political regimes (monarchies, communist governments, democracies) and ideologies on the evolution of historical narratives.
- Construct comparative maps and timelines that highlight pre- and post-WWI changes in political, geographical, and social contexts.
- Evaluate the portrayal of national roles in the war (e.g., heroic, victimized, aggressive, liberator) and how these portrayals reflect shifts in historiography.
- Reflect on the role of shared history in the European Union's cultural and educational policies, emphasizing the importance of fostering mutual understanding and collaboration among nations.
- Enhance their research, analytical, and presentation skills through group activities and discussions.

Methods:

The course combines interactive and collaborative teaching methods, including:

- Pre-class reading and preparation of textbook excerpts on WWI narratives for assigned countries.
- In-class group activities to create comparative maps and timelines, analyzing the causes, events, and consequences of WWI in different national contexts.
- Group presentations summarizing findings, supported by visual materials such as maps and timelines.
- Guided discussions addressing key questions on the evolution of historiography and the impact of political regimes and ideologies on historical narratives.
- Concluding reflections on the value of studying history through multiple lenses and the role of historiography in shaping cultural identity.

Materials:

Students will work with resources from Training Kit 7: Common EU History and National Historical Heritage: Mission Possible, as well as textbook excerpts representing WWI narratives from countries such as Serbia, Croatia, Spain, Poland, Romania, and Bulgaria. Visual aids, including historical maps and pre- and post-WWI timelines, will be provided.

Course 16: Spain, Poland, Bulgaria, Romania and EU integration

Objectives:

This advanced course examines the complex process of the European Union's spread into Eastern Europe, focusing on its historical roots, present difficulties, and possible remedies. Focusing especially on the difficulties faced and the policy responses developed in response, it provides a broad framework for understanding the complicated dynamics of EU enlargement. The course provides students with a solid foundation in EU enlargement studies, thereby assisting them in understanding the fundamental processes of accession and integration. Thematic focal points cover historical development and institutional evolution, governance challenges and institutional adaptation, conditionality, adherence, and reform; also included are present issues and future directions. Through interacting with these thematic areas, course participants will develop the analytical tools, theoretical frameworks, and empirical knowledge necessary to understand EU enlargement as a transforming geopolitical endeavour with major consequences for European integration and international relations.

Learning outcomes:

By the end of this workshop, participants will be able to:

- Identify key factors that influenced each country's EU integration journey
- Compare early (Spain) vs. recent (Poland, Bulgaria, Romania) accession experiences
- Detect biases in historical narratives about EU integration
- Design teaching activities that encourage critical analysis of EU history

Methods:

The course combines interactive and collaborative teaching methods, including

- Following differentiated reading paths, participants will engage with foundational and cutting-edge literature on EU enlargement cases before class.
- Participants engage in in-class case study analyses to examine the accession processes of specific Eastern European countries, using comparative frameworks to identify unique challenges and implemented solutions.
- Policy simulation exercises involve participants taking on the roles of various stakeholders, including EU institutions, member states, and candidate countries, to negotiate and resolve complex scenarios related to enlargement.

- Collaborative research workshops involve mixed-level groups that develop policy recommendations to address specific enlargement challenges. They culminate in formal presentations that receive expert feedback.
- Integration of practitioner perspectives through guest lectures and discussions with EU officials and diplomats, connecting theoretical frameworks with practical implementation challenges in the enlargement process.

Materials:

Students will work with resources from Training Kit 7: Common EU History and National Historical Heritage: Mission Possible, as well as textbook excerpts representing WWI narratives from countries such as Spain, Poland, Romania, and Bulgaria. Visual aids, including historical maps and pre- and post-EU enlargement timelines, will be provided.

Course 17: Spain, Poland, Bulgaria, Romania – The Roots of Euroscepticism

Objectives:

This advanced course examines the complex phenomenon of Euroscepticism across both Western and Eastern European contexts, focusing on its historical roots, contemporary manifestations, and potential remedies. With particular emphasis on Spain, Poland, Bulgaria, and Romania, the course provides a comprehensive framework for understanding the multifaceted dynamics of Eurosceptic sentiment. Students will develop a solid foundation in understanding the various forms of Euroscepticism, thereby assisting them in analyzing the fundamental processes that challenge European integration. Thematic focal points cover historical grievances and national identity concerns, socioeconomic factors and institutional distrust, media influence and political mobilization, as well as current trends and future prospects. Through engaging with these thematic areas, course participants will develop the analytical tools, theoretical frameworks, and empirical knowledge necessary to understand Euroscepticism as a significant political force with major implications for European cohesion and international relations.

Learning outcomes:

By the end of this workshop, participants will be able to:

- Identify key historical and contemporary factors that contribute to Euroscepticism in each country
- Compare Western European (Spain) vs. Eastern European (Poland, Bulgaria, Romania) experiences of Euroscepticism

- Detect biases and underlying narratives in media and political discourse about European integration
- Design teaching activities that encourage critical analysis of Euroscepticism and its implications

Methods:

The course combines interactive and collaborative teaching methods, including:

- Following differentiated reading paths, participants will engage with foundational and cutting-edge literature on Euroscepticism across the four case study countries before class.
- Participants engage in in-class case study analyses to examine specific manifestations of Euroscepticism, using comparative frameworks to identify unique challenges and potential solutions.
- Policy simulation exercises involve participants taking on the roles of various stakeholders, including EU institutions, national governments, opposition parties, and civil society organizations, to negotiate complex scenarios related to Eurosceptic movements.
- Collaborative research workshops involve mixed-level groups that develop policy recommendations to address Euroscepticism in specific national contexts. They culminate in formal presentations that receive expert feedback.
- Integration of practitioner perspectives through guest lectures and discussions with current and former EU officials, national politicians, and civil society representatives, connecting theoretical understanding with practical political realities.

Materials:

Students will work with resources from Training Kit 7: Common EU History and National Historical Heritage: Mission Possible, as well as media excerpts, opinion polls, and political manifestos representing Eurosceptic narratives from Spain, Poland, Romania, and Bulgaria. Visual aids, including comparative economic data, election results, and public opinion trends on EU membership, will be provided.

Course 18: The Weird Way to EU – Bulgaria and Romania on the road to Promised Land

Objectives:

This advanced course examines the distinctive integration process of Bulgaria and Romania into the European Union, focusing on their historical trajectories, unique challenges, and ongoing

developments. With special emphasis on these countries' post-communist transitions and their complex accession journeys, the course provides a comprehensive framework for understanding the peculiar dynamics of EU enlargement toward Southeastern Europe. Students will develop a solid foundation in understanding the specific conditions of Bulgaria and Romania's EU integration, thereby assisting them in analyzing the fundamental processes of democratization, institutional reform, and adaptation to EU norms.

Thematic focal points cover the transition from communism to democracy, governance challenges including corruption and organized crime, socioeconomic transformation, conditionality mechanisms, and ongoing reform efforts after accession. Through engaging with these thematic areas, course participants will develop the analytical tools, theoretical frameworks, and empirical knowledge necessary to understand this distinctive enlargement experience as a transformative geopolitical process with significant implications for European integration and international relations in Southeastern Europe.

Learning outcomes:

By the end of this workshop, participants will be able to:

- Identify key historical factors that shaped Bulgaria and Romania's unique EU integration paths
- Compare Bulgaria and Romania's experiences with those of other Eastern European accession countries
- Detect biases in narratives about these countries' EU integration processes
- Design teaching activities that encourage critical analysis of the specific challenges in Southeastern European EU integration

Methods:

The course combines interactive and collaborative teaching methods, including:

- Following differentiated reading paths, participants will engage with foundational and cutting-edge literature on Bulgaria and Romania's EU accession processes before class.
- Participants engage in in-class case study analyses to examine specific aspects of these countries' integration challenges, using comparative frameworks to identify unique issues and implemented solutions.
- Policy simulation exercises involve participants taking on the roles of various stakeholders, including EU institutions, national governments, and civil society organizations, to explore complex scenarios related to post-accession monitoring and reforms.

- Collaborative research workshops involve mixed-level groups that develop analytical frameworks for understanding the particularities of Bulgaria and Romania's integration experiences. They culminate in formal presentations that receive expert feedback.
- Integration of practitioner perspectives through discussions of real-world policy documents, monitoring reports, and reform strategies, connecting theoretical understanding with practical implementation challenges in the integration process.

Materials:

Students will work with resources from Training Kit 7: Common EU History and National Historical Heritage: Mission Possible, as well as excerpts from EU accession and post-accession monitoring reports, national reform strategies, and academic analyses of Bulgaria and Romania's integration processes. Visual aids, including economic indicators, reform implementation timelines, and comparative data on institutional development, will be provided.

5. OWSS assessment, feedback, and follow-up

Assessment process

The assessment process can be done differently depending on whether the EUROPIA materials are used in regular university teaching, in summer school or for self-paced, online learning through the EUROPIA Platform. In all cases, the quiz questions found in the EUROPIA platform can be used to assess students' knowledge, but the threshold for passing the quiz/exam may differ depending on the needs of the learning program and the adaptations made in using the EUROPIA training materials.

The platform contains 20 quiz questions for each module. There are no open questions, but the students should choose one correct answer from the four offered or one "yes" or "no" option. For self-paced online learning or when teachers use the EUROPIA platform in a summer school, the users/students are considered successful if they provide 70% correct questions.

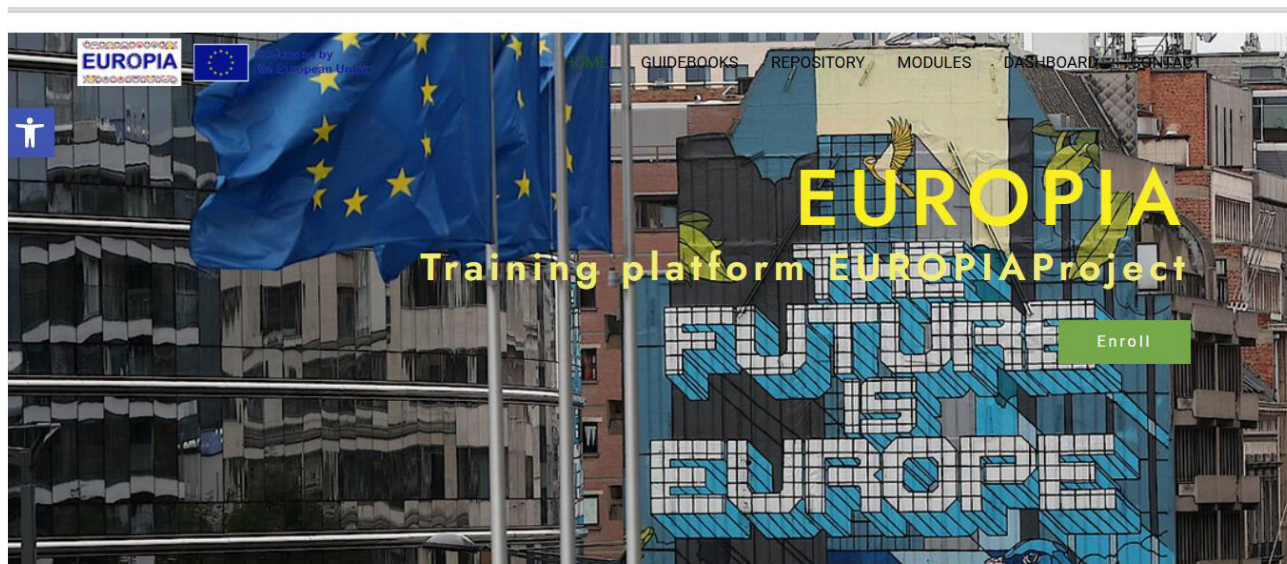
If the teachers use the quiz questions in their regular university teaching and do not use the EUROPIA platform for assessment, they can set a different threshold in accordance with the course requirements.

Student's feedback

Apart from evaluating the students' knowledge, teachers/trainers should invite the students to assess the overall program in which they participated. Teachers can develop assessment cards to be filled by the students or conduct the oral, in-class evaluation through discussion. The teacher should prepare the questions and guide the discussion in the latter case. The answers can be either written down by the teacher or recorded if the students consent to recording.

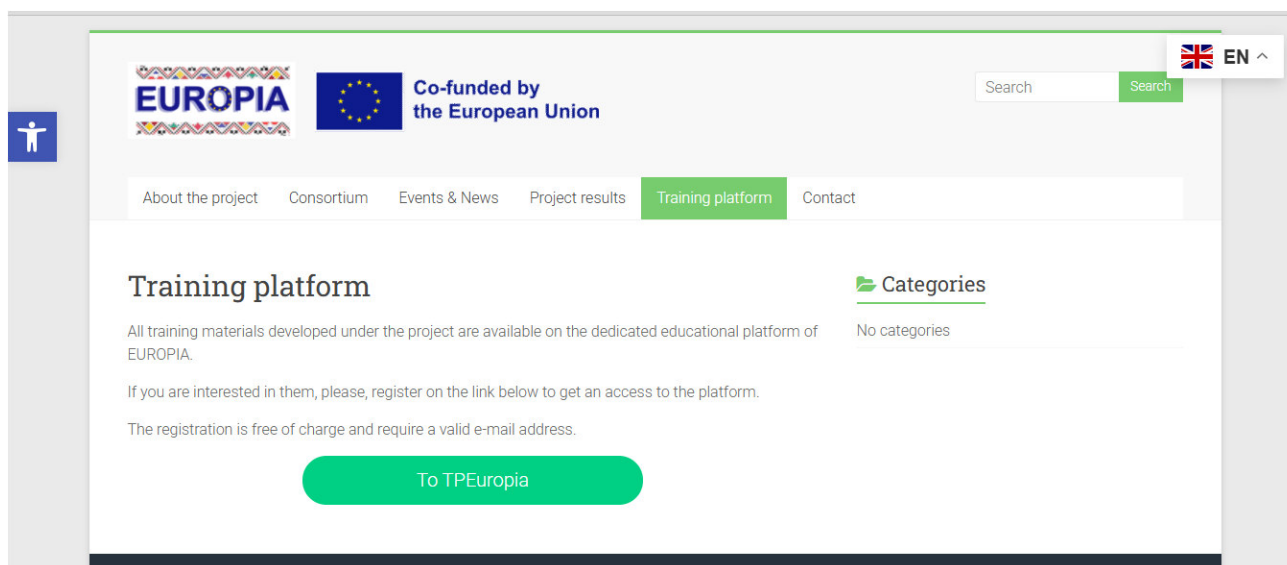
6. How to use the project platform?

The project platform is available on: <http://tp.europiaproject.eu/>



The project platform is also accessible through the project website:

<https://www.europiaproject.eu/training-platform/>



Once you click on the button “To TPEuropa”, you get automatically redirected to the Home page of the learning platform.

How to register?

In order to access the content of the learning platform, you should click on the green button “Enroll”. Then the platform will take you to the log-in page where you will need to register (if you are a first time user) or to provide your credentials (if you have already registered).



If it is your first time on the platform, you should register through the screen below.

All fields marked with an asterisk are mandatory.

They are as follows:

- e-mail address
- password - you should suggest a strong password to keep your account secure.
- First & Last name
- Country - it is a drop-down menu to select your country

N.B. Very important - the password should be indicated as “**strong**” in order to be accepted by the platform security system.

In case the indicator is red or yellow, the system will not accept the password and will keep returning you to correct it.

Only if the indicator is green, you will be registered & will be able to log in.

N.B. Very important: Please, have in mind that in case you forget your password, you will need to make a new registration with a new e-mail address. As the platform does not support “recovery of password” option.

Dashboard

Login

Email Address *
 Password * [Show Password](#)

☐ Remember me
 [Lost your password?](#)

Register

Email Address *
 Confirm Email Address *

Password *
 Confirm Password *

A strong password is required with at least 8 characters. To make it stronger, use both upper and lower case letters, numbers, and symbols.

First Name *
 Last Name *

Email Address *

Address
 Apartment, suite, etc...

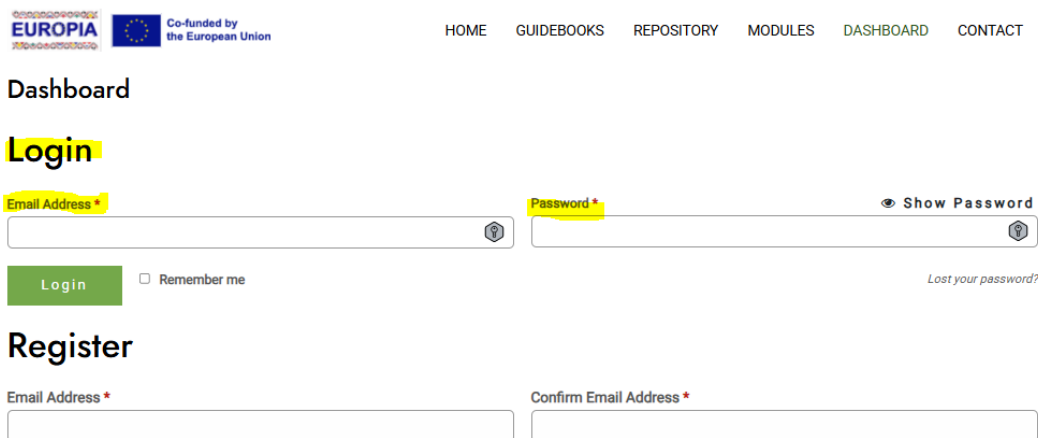
City

Country *

State
 ZIP code

If you are already registered?

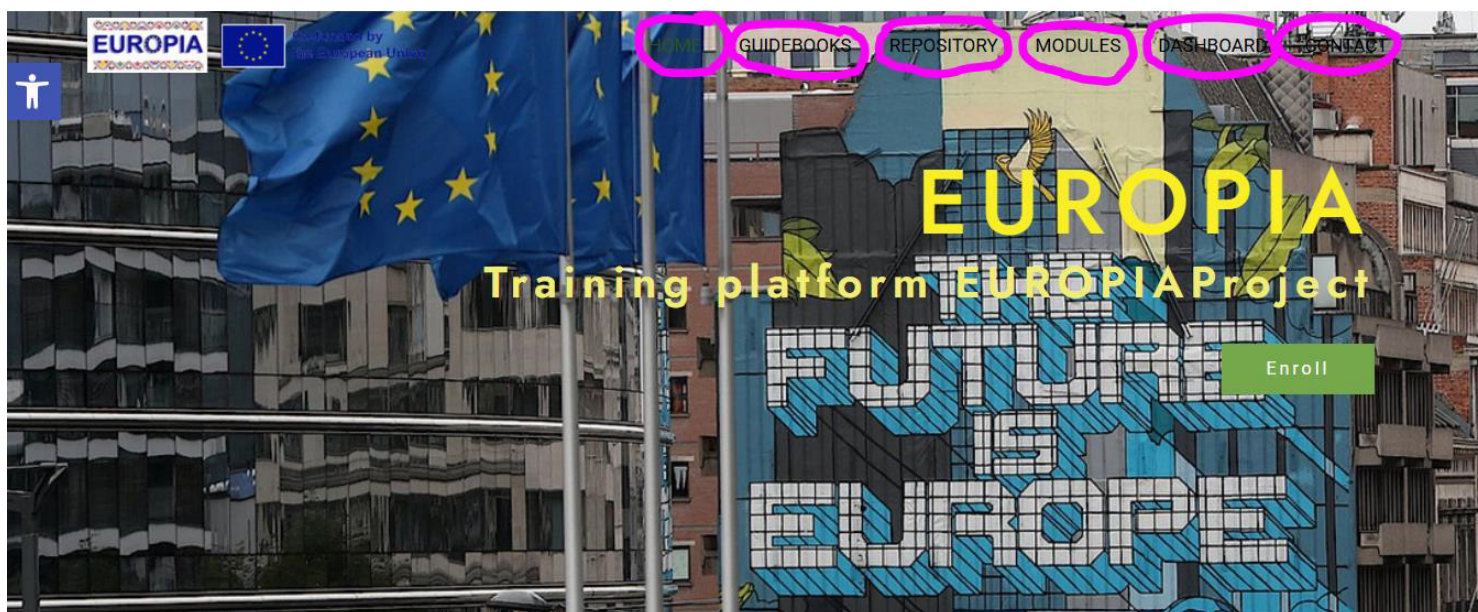
If you have already registered in the platform, you need just to enter your own credentials in the log-in section:



The screenshot shows the EUROPIA login and registration interface. At the top, there is a navigation bar with links: HOME, GUIDEBOOKS, REPOSITORY, MODULES, DASHBOARD, and CONTACT. Below the navigation bar, the word "Dashboard" is displayed. The "Login" section features two input fields: "Email Address *" and "Password *". The "Password *" field has a "Show Password" toggle. Below the input fields, there is a "Login" button and a "Remember me" checkbox. A link "Lost your password?" is also present. The "Register" section has two input fields: "Email Address *" and "Confirm Email Address *".

How to navigate the platform?

Once you register / log in, you will land on the home page. All menus of the platform are located in the upper center-to-right corner.



What is the content of the menus:

- **“Guidelines”** - here you can find “The Conceptual frameworks”, “The Manual for the university academia” and “The Guidebook on EUROPIA concept”.
- **“Repository”** – here you can find the project e-library divided in the following sections:
 - National anthems
 - Literature
 - Heroes and myths
 - Culture
 - Perception of EU
 - Identities
 - Rule of Law
 - History and greatness
- **“Modules”** - here you can find the 7 modules of the full EUROPIA training course – the updated 4 modules from the ancestor project ReNewEurope and the entirely new modules 5 to 7.
- **“Dashboard”** - here you can see those courses that you have registered for, the progress for each module as well as your achievements and your memberships.
- **“Contact”** - it is pre-defined place where you can send your comments, requests and suggestions to the project coordinator.

Section “Guidelines”

This section collects the three guiding materials for the project concept dedicated to support the end-users and university academia members to apply the EUROPIA concept & to use the EUROPIA various training materials.

The first section is dedicated to the Conceptual framework with the pedagogical technologies & techniques.

The second section is dedicated to the Manual for the university academia that is focused on the development of the necessary competences for all future trainers using the EUROPIA training materials, incl. guidance on how to use the platform.

The last section is focused on the Guidebook on EUROPIA concept and on the approach for the organisation and conduction of the summer schools on wheels for the complete EUROPIA course (all modules 1 to 7).

How each section works?

All three sections have identical structure.

On the left side is the picture of the cover page of the resource.

On the right side there are the buttons with all language versions of the resources.

Once the respective language button is clicked on, the file with the respective resource is opened into a new window.

Conceptual frameworks

The framework describes the pedagogical interactive technology of the professional – pedagogical training on how the university professors, assistants and researchers to conduct the on-wheels summer schools. It provides the structure, roadmap and the main points of the organisation and training process that guarantee the achievement of the project goals.



Once the file is open, you can either read it online OR download it to your device for later use.

Section “REPOSITORY”

The Repository consists of various materials on the topic of EU Values, Perceptions, Identities, History, etc. The materials are provided as .pdf files and are intended for self-learning. They are additional to all training content and developed materials under the project. So, check them out and go deeper in those topics that are of interest for you.

Repository

Repository

The Repository consist of various materials on the topic of gastronomy, gastronomy tourist and heritage. The materials are provided as .pdf files and are intended for self-learning. They are additional to all training content and developed materials under the project. So, check them out and go deeper in those topics that are of interest for you.


[National anthems](#)
[Literature](#)
[Heroes and myths](#)
[Culture](#)
[Perception of EU](#)
[Identities](#)
[Rule of Law](#)
[History and Greatness](#)

Once you click on one of the eight buttons, you are redirected to the sub-section where all the links to the various resources are listed. Each resource is open in a separate window.

Perception of EU

A Postfunctionalist Theory of European Integration: From Permissive Consensus to Constraining Dissensus (ENG)

What do citizens want? And why does it matter? Discourses among citizens as opportunities and constraints for EU enlargement, Journal of European Public Policy (ENG)

Public Opinion Polls commissioned by the Ministry of European Integration of the Republic of Serbia (ENG)

Standard Eurobarometer 82 – Autumn 2014 (ENG)

Standard Eurobarometer 95 – Spring 2021 (ENG)

Balkan Insight: Serbia PM Slams EU, Alleging BIRN 'Lies' (ENG)

EuroNews: EU membership remains Serbia's priority (ENG)

Reuters: Serbia determined to join EU despite bloc's 'problems' (ENG)

EuroNews: We had to take care of ourselves' in COVID-19 vaccine rollout (ENG)

Kosovo Online: Vucic to the European Union: Shame on you, no more humiliating the citizens of Serbia (ENG)

Centre for Contemporary Politics: Serbian media: Threat to democracy, opportunity for anti-EU narratives, April 2021 (ENG)

Mapping Fake News and Disinformation in the Western Balkans and Identifying Ways to Effectively Counter Theme (ENG)

Easy to read – The European Union (ENG)

EU Made Simple: What is the European Union? (ENG)

Section “MODULES”

Modules

The training materials represent a full course on shared European values, principles, identity and awareness divided in 7 modules. Each module contains theoretical materials, case studies and a quiz.

Module 1

Minorities and majorities

Module 2

Rule of Law and European Integration

Module 3


Identity and nationalism

Module 4

Politics and Religion

Module 5

European Integration in the Eyes of the People



Module 6

Common European Culture and National Identity: Friends or Foes?

Module 7

Common EU history and national historical heritage: mission possible

Here you can see the complete EUROPIA course. Once you click on the button of the respective module. The module is open in the same window.

Modules 1 to Module 4 follows the structure of the previous project ReNewEurope. However, all materials here have been updated to include the Spanish aspect as well as the current trends in the respective field.

Module 5 to 7 are developed entirely under the EUROPIA project. Therefore, the structure of these modules is as follows:

- Table of content
- Training materials
- Case Studies
- Activity Cards
- Materials from the Pilot Summer School
- Quiz

The user can see the structure of each module. However, in order to access the content, the user must first enroll in the respective module through the button “Get Started”.

Module 6: Common European Culture and National Identity: Friends or Foes?

By haradinova / April 28, 2025

0%

Get Started

Table of content

✓ Table of content	1 of 1
<div> <div>♥ 0</div> <div>🔒 Has Quiz</div> </div>	

Training materials

All the materials in the module are available to be studied online on the platform as well as for download as .pdf files to offline use.

Section “Dashboard”

The Dashboard menu provides information on:

- the courses that you have enrolled into;
- your achievements;
- your memberships;
- etc.

Section “Contact”

This section provides a feedback section & contacts of the project coordinators.

Please, go through the platform and enjoy all the available training resources.

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