



Erasmus+

Application Form

Call: 2018

Jean Monnet Activities

- **Jean Monnet Modules**
- **Jean Monnet Chairs**
- **Jean Monnet Centres of Excellence**

2018 Call for proposals

DETAILED PROJECT DESCRIPTION

(To be attached to the eForm)

PART D – Characteristics and relevance

D.1. Why does your organisation wish to undertake this Action?

Summary of the proposal

- Brief write up of the key points.
- Background and rationale of the proposal.
- Objectives, activities, main outputs, outcomes and impact including indicators of achievement.

Demonstrate evidence of academic added value, promotion of European Union studies and outline how the proposal impacts on the specific subject area of study at an international level. Please outline to what extent the proposal fosters the development of existing and new teaching and debating activities (including new methodologies, tools and technologies), how it demonstrates evidence of academic added value, how it promotes European Union studies at the host institution and gives greater visibility to this field of study at a national level. Please also provide a short overview of the state of play of EU studies in your Faculty/Institution/Country and indicate to what extent your project responds to an identified need to develop this field of study (Recommended 4000 characters).

The University of Oradea has made a name for itself at national and European level as a promoter of European euroregional and cross-border education, both at research and university-level. Given this reality, we aim to stimulate the European education regarding the adaptation of ethnic groups to the European social space. This can be achieved by developing intercultural communication theoretically, academically and practically, within various organizations of a mixed inter-ethnic space.

The identified need, generally, is to stimulate and develop the learning about the EU, namely the development and promotion of new perspectives to approach the EU in tertiary, and primary and secondary education. Specific needs: stimulating an integrated learning within the area of EU teaching; introducing individual items related to the specific realities of inter-ethnic mixed areas in the school curriculum. The **premise** from which we start is that the specializations of the Engineering, Geography and the Faculty of Social Sciences, including specializations in the field of Education Sciences, at the moment do not foster specific disciplines regarding the learning about the EU.

The **motivation** behind the University of Oradea's involvement in this project stems from its own strategy to develop specializations and teams working in the fields of social sciences and humanities. Thus, by introducing specific European education courses and activities, to stimulate intercultural dialogue and cooperation, greater knowledge and openness to multiculturalism is offered to our graduates. From here, they will be beneficiaries of an easier insertion on the European labor market. **The solutions identified** are: the introduction of a specialized preparation in specific fields of learning about the EU, in particular when training educators and teachers, but also social workers or human resources specialists; developing a strong partnership with public authorities, school inspectorates, specialist methodist teachers to stimulate an integrated education. This partnership will generate directions of study in undergraduate education that can be developed and deepened later in academia by prospective students.

The **key points** of the proposal refer to:

- the partnership between the academia, and the primary and secondary environments in the area of studying the EU in schools
- the transfer of expertise in the field of European studies from academia to the primary and secondary environment
- the promotion of learning the EU within specializations that fall in direct contact with EU studies
- the formation of trainers from the primary and secondary education by promoting new perspectives of European approach of learning the EU in the mixed inter-ethnic areas.

In this **context**, we intend to form and transfer expertise in European integration, in the EU studying and learning in schools. Our **goal** is to develop a mechanism to stimulate and promote learning the EU in primary, secondary and tertiary education by transferring research, methodological and teaching expertise.

The specific **objectives** of our proposal are: 1. to provide our students, and young professionals with EU knowledge relevant to their academic and professional lives and to improve their civic skills; 2. to integrate and to diversify EU-related topics across the entire proposed curriculum for the specializations Engineering, Geography and for the Faculty of Social Sciences.

In line with these objectives, we propose two main directions to stimulate the learning of EU in schools:

- the development of new conceptual and methodological perspectives in view of learning the EU in mixed

inter-ethnic areas, and respectively the transfer of expertise from academia to the primary and secondary education, and also feedback from the public authorities, NGOs, civil society, etc.

- the introduction of specialized courses on topics about the EU, intercultural communication and intercultural and inter-ethnic dialogue.

By involving the public authorities and various civil organizations, and also by the multiplication of findings (publication, indexing in international databases) the project will be transferred to the civil society.

The proposed **activities** are: 1. Teaching: introduction of four training modules on intercultural communication, relations between ethnic groups, European education and general aspects of the European Union; 2. Research: organization of research in order to identify new prospects to promote excellence in teaching and research of the EU, namely the adaptation of European ethnic groups to the European social space; 3. Organization of events: an international conference, a roundtable (with a specific theme in European national education reform, focusing on inter-ethnic and intercultural education) and a concluding conference; 4. The design of a web project; 5. The design of a facebook page; 6. There will be a database containing scientific publications on dialogue and intercultural education, namely inter-ethnic relations. 7. The production and publication of teaching materials and syntheses of research / conference proceedings in order to develop an integrated education in the learning of EU in school, and intercultural communication and adaptation of ethnic groups to the European social space; 8. Dissemination of publications to all parties involved, namely those concerned, including the public libraries, in order to be offered to the civil society; 9. Indexing at least 3 publications in international databases; 10. Controlling and monitoring the project implementation.

The results of the project, in agreement with the **performance indicators** and the expected **impact** are as follows:

In the area of teaching:

- a new curricula will be elaborated for the specializations of the Faculty of Social Sciences, which will include 4 courses: 1. Multiethnic education in European context; 2. Intercultural dialogue and national minorities at the Eastern border of the EU; 3. Intercultural Communication and Social Integration in Europe; 4. The European Unification Process and the Construction of the European Identity

- The 4 courses will be prepared and published electronically / CD, and posted on the project website

- a minimum number of 163 students will attend these courses annually

After organizing the conference *The Role of Intercultural Communication in Adaptation of Ethnic Groups to European Union Social Space* (with 60 participants, including 25 non-local ones) the conference proceedings will be published in 500 copies, which will be disseminated to at least 100 European libraries from the first year of its release.

After conducting the roundtable *The Implementation of Intercultural Communication in the School Curriculum and Multi Ethnic Dialogue* (40 participants), with the participation of specialists and educators/instructors from primary, secondary and tertiary education, representatives of local authorities, methodist inspectors, representatives of the civil society, we will elaborate a guide of good practice on intercultural education, inter-ethnic and learning about the EU in general.

Other results:

- a database available online, containing over 3,000 publications on intercultural dialogue and inter-ethnic relations in Europe;

- a web page

- a facebook page

All outcomes of the project will be posted on the website and facebook page of the project and be made available to beneficiaries and civil society. The impact will be multiplied by distributing and indexing the publications in international databases. By proposing models of good practice, the project will contribute to the development of an integrated education about the EU, about the adaptation of ethnic groups to the social space, about the intercultural dialogue, both at the University of Oradea, and at regional, national and European levels.

The proposal also seeks to achieve and to involve in its activities, young researchers specialized in EU studies to deepen their understanding of this area of study, and also to reach researchers in complementary fields.

D.2. Relevance of the proposal to the specific objectives of the Action

Please select as appropriate and specify in the text box provided the relevance of the proposal to the specific objectives of the Action (Recommended 6000 characters).

For Jean Monnet Modules:

- ☒ promotes research and first teaching experience for young researchers and scholars and practitioners in European Union issues
- ☒ fosters the publication and dissemination of the results of academic research
- ☐ creates interest in the EU and constitutes the basis for future poles of European knowledge, particularly in Partner Countries
- ☒ fosters the introduction of a European Union angle into mainly non EU related studies
- ☒ delivers tailor-made courses on specific EU issues relevant for graduates in their professional life

For Jean Monnet Chairs:

Main activities (minimum of 90 hours per academic year)

- ☐ deepens teaching in European Union studies embodied in an official curriculum of a higher education institution
- ☐ provides in-depth teaching on European Union matters for future professionals in fields which are in increasing demand on the labour market

Additional activities (at least one additional activity per academic year to be carried out)

- ☐ provides teaching/lectures to students from other departments (e.g. architecture, medicine etc.) to better prepare them for their future professional life
- ☐ encourages, advises and mentors the young generation of teachers and researchers in European Union studies subject areas
- ☐ conducts, monitors and supervises research on EU subjects, also for other educational levels such as teacher training and compulsory education
- ☐ organizes activities (conferences, seminars/webinars, workshops etc.) targeting policy makers at local, regional and national level as well as civil society

For Jean Monnet Centres of Excellence:

- ☐ gathers the expertise and competences of high level experts
- ☐ develops synergies between various disciplines and resources in European Union studies
- ☐ creates joint transnational activities and structural links with academic institutions in other countries
- ☐ ensures openness to civil society

The project aims to promote excellence in mainly teaching and secondly in research, within the studies of the EU, and also to promote dialogue between academia academic and decision makers from primary and tertiary education (school inspectorates, methodists teachers, public authorities) in order to foster and promote learning the EU in all primary, secondary and tertiary education.

Directly, our project proposes:

Initial and continuous training of teachers, preparing them to face the challenges of the contemporary world by introducing specific educational elements of learning about the EU

- Rethinking the school curricula to meet the challenge of an education that places emphasis on developing skills necessary for living in a multi-ethnic Europe
- to facilitate improving the employability of students and young teachers in particular, who our faculty trains by strengthening their knowledge about the EU
- to increase possibilities / opportunities for teaching faculty in academic research topics related to the EU
- to increase the role of teaching practice through which students have contact with the European educational activities in a multi-ethnic context
- to develop research skills of themes about the EU and European integration in a multi-ethnic context by focusing on direct activity, and intercultural dialogue with everyone involved.
- Courses organizing and teaching activities will have objective to introduce innovative teaching models

that encourage creativity, individual and group projects development, development of critical thinking, or skills development in social reality analysis and interpretation. In order to do this we will use audio and video materials, graphic information, brainstorming sessions, role-playing games, and emphasis will be placed on the link between the courses subjects and the real world, through exercises to customize the theory by linking to student everyday experience.

In relation to the specific objectives of Action, our project aims to:

1. *promote research and first teaching experience in European Union issues*

In this respect, it is envisaged to implement 5 research that directly and indirectly focus on European integration, intercultural dialogue, the role of intercultural communication, including the culture of institutional relations and inter-ethnic dialogue, adaptation of ethnic groups to the social European space, the values and functional mechanisms of the European Union, in general: 1. *Problems and perspectives of adaptation of ethnic groups from the primary and secondary education to the European social space* (Karla Barth, Mircea Brie, Dragoș Dărbăneanu, Istvan Polgar) 2. Multiethnic education in European context (Karla Barth); 3. Intercultural dialogue and national minorities at the Eastern border of the EU (Mircea Brie); 4. Intercultural Communication and Social Integration in Europe (Dragoș Dărbăneanu); 5. The European Unification Process and the Construction of the European Identity (Istvan Polgar).

The project team is made of 2 instructors with experience in studying and teaching about the EU (Mircea Brie and Istvan Polgar), both Jean Monnet professors, and 2 instructors who are for the first time experiencing the research and teaching about the EU (Karla Barth and Dragoș Dărbăneanu).

2. *foster the publication and dissemination of the results of academic research*

Following the research, the 4 instructors involved will publish 4 teaching materials: 1. Multiethnic education in European context (Karla Barth); 2. Intercultural dialogue and national minorities at the Eastern border of the EU (Mircea Brie); 3. Intercultural Communication and Social Integration in Europe (Dragoș Dărbăneanu); 4. The European Unification Process and the Construction of the European Identity (Istvan Polgar). They will be made available to students, public authorities, civil society and the public at large by posting it on the web page and published electronically on a CD.

After completing the research *Problems and perspectives of adaptation of ethnic groups from the primary and secondary education to the European social space* and organizing the two events (Events nr. 1 and 2) we will publish two collective volumes: 1. *The Role of Intercultural Communication in Adaptation of Ethnic Groups to European Union Social Space* (result of the international conference); 2. *The Implementation of Intercultural Communication in the School Curriculum and Multi Ethnic Dialogue* (result of the round table).

Creating a database available online that contain at least 3,000 publications on intercultural dialogue and inter-ethnic relations in Europe will allow systematization, facilitation and the transfer of information about the EU in university and pre-university environments at local / regional, and at national or European levels. The project involves a complex process of disseminating of learning the EU through information and communication mechanisms. Thus, we propose the following activities of dissemination and increase the impact by multiplying information:

- Organizing press conferences before each event taking place within the project
- Creating a web page, linking with other sites and promoting it in the national and regional environments, to facilitate the transfer of information and expertise to the involved and interested parties
- Creating a facebook page of the project
- Disseminating publications to all parties involved, namely to those interested, including public libraries to be offered to the civil society;
- Indexing at least 3 publications in international databases (SSRN, MPRA-RePEc, SSOAR)
- Hold regular meetings with the inspector and expert methodologist teachers, including after the end of the implementation period (that starting from the need of the University of Oradea to stimulate the growth of the number of people interested in studying the EU and to better train them)
- Organizing competitions on themes of European integration at local and regional level, with the participation of academics in the information process and local selection.
- organizing a final conference to present the direct results of the project.

3. *foster the introduction of a European Union angle into mainly non-EU related studies*

The courses of this module are introduced to the specializations of a faculty who does not normally address the EU study within its curriculum. The approach is innovative and constructive in order to lead the professional development of students of these majors. The emphasis is on learning about the EU offered to the future educators and teachers of primary education, thus the training of future trainers will contribute to the multiplication of the learning about the EU. It is a first proposal for curriculum development leading to the introduction of such courses. The module proposes a new conceptual and methodological approach to learning in schools in ethnically mixed areas, where intercultural dialogue and communication mechanisms should be developed and promoted in the early stages of the education

system. The emphasis in this case is on the European values and fundamentals of cooperation, dialogue and building an intercultural society.

It is a first proposal to establish a framework for transfer of academic experts to the field of pre-university education within the curriculum and teaching areas, on the European integration, on the EU learning and inter-ethnic cooperation.

4. deliver tailor-made courses on specific EU issues relevant for graduates in their professional life

The training courses offered by this module is specialized on specific aspects of the EU, and the European integration. The accent falls on EU studying from the perspectives of building an intercultural society that requires an openness, a multi and inter-ethnic dialogue. Adapting the ethnic groups to the European social space becomes a determining factor in this process whose foundation becomes of main importance in the ethnically mixed areas. Offering a curriculum with such openness to European education leads to the formation of specialists that can promote European values and fundamentals of cultural identity from the perspective of dialogue and communication. Such training provides a framework for school improvement and adaptation required by the current context for future specialists in humanities and social sciences, especially those working in areas involving public relations and reporting to the existing differences between the various communities in ethnically mixed areas. Prospective educators and teachers will have a much wider and complex perspective, necessary especially when they start working in schools with mixed teaching, and also in the specific ethno-linguistic environments.

The need to introduce courses for intercultural dialogue starts from the multiethnic social structure, which is specific to Transylvanian space and to the border areas in particular. In the border area of Bihor live together Romanians, Hungarians, Roma, Slavs, Serbs and small swabian (german) communities. Intercultural education has the role of preventing phenomena of social atomization based on ethnical criteria, to prevent tensions created by ethnocentrism and lack of tolerance. Such situations have arisen and appear regularly in schools or confessional groups.

Also, multicultural education and intercultural communication determine the forms of interethnic interaction and collaboration. The objective is to strengthen a European social climate, to build common social identities for ethnic and religious communities.

Between the beneficiaries of the courses we are focusing on students from the technical faculties who are representing the future labour force in the multinational companies. Skills related to multiculturalism and understanding the "other" it is considered one of the key elements in cooperation.

Part E - Participating organisations - teams

E.1. Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the action. (Recommended 2000 characters).

The University of Oradea is a public higher education institution founded in 1990, in the tradition of a Faculty dating back as far as 1780. Located in the proximity of the border between Hungary and Romania (10 km) the University of Oradea has developed study programmes and research activities relevant to the issue of European integration and construction, European politics, regional development, social dialogue, cross-border cooperation, intercultural communication, the multi-ethnic and multi-confession relations. It has 17,500 students and more than 1,100 members of the staff.

The Department of International Relations and European Studies within the University of Oradea, whose members are two university instructors who propose courses within this module, has been promoting academic excellence in both the teaching act and in conducting research on the topic of European integration at various levels. The staff of this department has been working on several projects by organising conferences and publishing proceedings in the field together with colleagues at the University of Oradea specialised in ethnical and religious realities from Eastern European Union frontier's area, management of diversity, contemporary demographic mutations, minority-majority relations, management of inter-ethnic and interreligious conflicts, migration and security in Europe, community and community borders, multicultural communication management and intercultural dialogue management. Such research topics address the integration of various types of minorities, the border security and the problem of migration. A central issue in the new approach is the attention paid to vulnerable communities, such as the Roma community and its European integration.

Faculty of Social Sciences from the University of Oradea trains specialists in the fields of Education Sciences, Social Work, Human Resources, Sociology. The study programs are organized at bachelor, master and doctoral level. Graduates of the Faculty of Social Sciences are active in public and private institutions, which involve direct relations with the public and in many cases involves training or educational activities. European education and intercultural communication courses or activities are necessary for the specializations of the Faculty because they provide an adequate training in the light of continued contacts with European institutions or specialized institutions from all over the Europe. While these courses and activities stimulate overall Romanian society's evolution as a part of the European Union.

The University of Oradea can add to implementing this project through its material base, its human resources and the inter-institutional relational system in which it has been an active actor. The role undertaken by the University of Oradea in this project shall be that of the institutional leader, acting as a promoter through the project activities run of the European values towards other educational institutions and civil society organizations in the EU countries, and towards countries of the eastern border of the EU (our attention goes primarily to Ukraine and Moldova) together with which we would like to implement and carry out these activities.

Through the University of Oradea we intend to capitalize and multiply the results and benefits arising from the project implementation.

E.2. Other EU grants

Please list the projects for which the organisation or the department responsible for the management of this application has received financial support in the last three years from EU programmes (in particular, the Jean Monnet Activities).

Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
Jean Monnet	543008-LLP-1-2013-1-RO-AJM-MO	Universitatea din Oradea	Migration and European Integration of

			Minorities at the Eastern Border of the EU
Jean Monnet	543593-LLP-1-2013-1-RO-AJM-MO	Universitatea din Oradea	The Image of the Other in the European Intercultural Dialogue
Jean Monnet	542696-LLP-1-2013-1-RO-AJM-MO	Universitatea din Oradea	Active Citizenship, Identity and Democratic Governance in the European Union
Jean Monnet	542725-LLP-1-2013-1-FR-AJM-RE	Universite de la Sorbonne Nouvelle - Paris 3	L'elargissement regional en crise: Regards pluridisciplinaires sur l'integration europeenne des Balkans occidentaux
Jean Monnet	553194-EPP-1-2014-1-RO-EPPJMO-MODULE	Universitatea din Oradea	Evaluarea cooperarii transfrontaliere la granitele EU
Jean Monnet	564846-EPP-1-2015-1-RO-EPPJMO-MODULE	Universitatea din Oradea	A social Europe for youth: education to employment
Jean Monnet	575549-EPP-1-2016-1-RO-EPPJMO-MODULE	Universitatea din Oradea	One Europe – Unified Labor Market through Career Counselling
Sport	EAC/S03/2013/003	Internationaal Centrum Ethiek Sport	Protecting physical and moral integrity in competitive youth sport: stimulating individual empowerment of young athletes and conducive ethical climate in sport organizations
Erasmus		University of Balikesir	SomeBODY issues-4-YOUTH
Erasmus	2014-1-NL01-KA202-001225	VET Nordwin College, NL	School Food: Regional and Healthy - this is feasible?
Erasmus	2014-1-TR01-KA204-013247	Geri Kazanim Sanayicileri Dernegi - GEKSANDER	Waste management Technologies - WASTEMANTECH
Erasmus Mundus	551411-EM-1-2014-1-UK-ERA MUNDUS-EMA21	City University London, UK	LEADERS: Leading mobility between Europe and Asia in Developing Engineering
KA2 - Strategic partnerships	2015-1-HR01-KA203-013124	University of Zagreb (Croatia)	Innovative ICT Solutions for the Societal Challenges
KA2 - Strategic partnerships	2016-1-DE02-KA204-003254	Umweltburo fur Berlin-Brandenburg	European educational concept in environmental nature and climate protection to safeguard a cross-border sustainable development (EUBUILD-UNAKLIM)
KA2 - Strategic partnerships	TELESEICT-2016-1-PT01-KA203-002950	Polytechnic of Guarda (Portugal)	Teaching and Learning in Special Education with Information Communication Technologies
KA2 - Strategic partnerships	2016-1-DK01-KA201-022301	University College Zealand (Denmark)	Chris Countering Human Radicalisation in School

Please list other grant applications submitted by your organisation, or the department responsible for this project proposal under the 2018 Erasmus+ Call for proposals. For each grant application, please mention the amount requested.

Sub-Programme/Action concerned	Amount requested
<i>Add lines as necessary</i>	

E.3. Operational capacity: Skills and expertise of key staff involved in the project

Special attention should be paid to the quality (excellence) of the academic profile in the specific field of European Union studies. Please add lines as necessary.

SKILLS AND EXPERTISE OF KEY STAFF MEMBERS	
Please provide the names of the key staff members and indicate for each his/her expertise relevant to the implementation of the project and the role to be undertaken in the project	
Name ¹	Summary of relevant skills and experience
Karla BARTH	Associate professor in Educational Sciences at the University of Oradea with ten years of experience in teaching undergraduate classes, graduation and dissertation papers coordination. Currently teaches courses in the following majors: Children with learning disabilities, Speech Therapy, The inclusion of children in school. Author and co-author of many articles and reviews in journals, proceedings of international conferences or collective volumes. She also participated in the implementation of research projects financed from European funds, as a manager of the project, a member of the research team or institutional expert. From 2016 June she is the dean of the Social Sciences Faculty where she coordinates the educational process, the research activity and problems of management. Between 2011-2016 she was the head of Educational Sciences department. Her role within this project will be that of module leader .
Mircea BRIE	Professor in International Relations and European Studies at the University of Oradea and accredited to supervise doctoral theses at <i>Babeş-Bolyai University of Cluj-Napoca</i> . Is a holder of the Jean Monnet <i>Module Ethnic, Confession and Intercultural Dialogue at the European Union Eastern Border (2010-2013)</i> at the University of Oradea and member of the staff in other 5 Jean Monnet projects. He is executive editor of <i>The Annales of University of Oradea for International Relations and European Studies</i> . Author and co-author of 7 books, editor and coordinator of 17 collective volumes. Over 80 articles and reviews in journals, proceedings of international conferences or collective volumes. Competences: interethnic and inter-confessional relations, sociology, social history, migration, intercultural dialogue, demography, border studies. Didactic competences: Identity and Intercultural Dialogue; Ethnicity and Confession at the EU Borders; Minority–Majority Relations Management; European Demographics; History of International Relations. He has implemented 10 projects financed by the European Union, many of them circumscribing the area of inter-community relations, inter-ethnic relations and research conducted on population issues, including the phenomenon of migration. His role within this project will be that of member of the teaching staff. His role within this project will be that of member of the teaching staff .
Dragoş DĂRĂBĂNEANU	Nineteen years of experience in teaching undergraduate classes, graduation and dissertation papers coordination. Currently teaches courses in the following majors: sociology of public opinion, research methods in the social sciences, sociology of communication, intercultural communication, image and communication in organizations, public management and governance. Experience in social research, during his professional career he has developed many surveys studies, social diagnosis and image studies for various public and private institutions. Author and co-author of many articles and reviews in

¹ For Jean Monnet Chairs, the name of the proposed Chair holder; for Jean Monnet Modules and Centres of Excellence, the name of the academic coordinator and the names of all the staff members involved in delivering the teaching programme/programme of activities. For Jean Monnet Chairs please note that other staff members may be involved in delivering those activities proposed in addition to the required minimum of 90 teaching hours, which must be delivered by the Chair holder alone.

	<p>journals, proceedings of international conferences or collective volumes. He also participated in the implementation of five research projects financed from European funds, as a member of the research team or institutional expert. These projects have followed topics of social interest: the inclusion of university graduates on labour market, new courses implementation in study at Department of Sociology and Social Assistance, sustainable development, social economy.</p> <p>His role within this project will be that of member of the teaching staff.</p>
Istvan POLGAR	<p>Lecturer in International Relations and European Studies. Ph.D. in contemporary history at the University of Oradea. Is a holder of the Jean Monnet Module "Migration and European Integration of Minorities at the Eastern Border of the European Union" (2013-2016) at the University of Oradea and member of the staff in 1 more Jean Monnet project. Author and co-author of 4 books. Member in the editorial team of 2 speciality journals. Over 25 articles and reviews in journal, proceedings of international conferences or collective volumes. Member of the management board of the Institute for Euroregional Studies. Competence: international relations and european studies, social history, migration, intercultural dialogue, demography, border studies. Didactic competences: Demographic Vulnerabilities in the European Space, Regional Development Models, European Neighborhood Policy, European Unification Process, Evaluation of European Regional Policy, Theories of European Integration. Between 2007 – 2016 I implemented 8 european projects on cross border cooperation, transnational cooperation, inter-ethnic relations and research conducted on population issues.</p> <p>His role within this project will be member of the teaching staff.</p>

ACADEMIC PROFILE OF KEY STAFF MEMBERS
<p>The following mandatory information should be provided for each academic key staff member, including the proposed Chair holder or academic coordinator of the activity:</p> <ul style="list-style-type: none"> ▪ A curriculum vitae (using the template included in Part H) ▪ A full list of all relevant publications (using the template included in Part H) ▪ The 6 most relevant publications (the title and an abstract/short summary for each publication, including year of publication and for articles, the name of the review/journal in which the article appears) ▪ The 3 most relevant/recent teaching experiences (the title and a short summary of the content of the teaching course including the name of the organisation and the year in which the course was delivered)

1. KEY STAFF MEMBER (Chair holder, academic coordinator, other key staff member – to be specified): academic coordinator			
Title	Associate professor	First name	Karla
Surname	Barth		<i>Mandatory</i> <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
Department	Educational Sciences/Faculty of Social Sciences		
Position/Grade/Category	Dean		
PhD Title	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Accredited to supervise doctoral theses?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address	Universitatii street, no. 1		
Postcode	410087	City	Oradea

Country	Romania		
Telephone 1	++ / 40 259 408766	Telephone 2	++ /40 721 079294
Fax	++ /40 259 467642	Website	http://www.socioumane.ro/
Email	karlabarth@yahoo.com		

2. KEY STAFF MEMBER (Chair holder, academic coordinator, other key staff member – to be specified) : Member of the teaching staff			
Title	Professor	First name	Mircea
Surname	Brie	<i>Mandatory</i>	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
Department	International Relations and European Studies/ Faculty of History, International Relations, Political Science and Communication Sciences		
Position/Grade/Category	Head of the Department of International Relations and European Studies		
PhD Title	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Accredited to supervise doctoral theses?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Address	Universitatii street, no. 1		
Postcode	410087	City	Oradea
Country	Romania		
Telephone 1	++ / 40 259 408167	Telephone 2	++ /40 726 720594
Fax	++ / 40 259 467642	Website	www.igri.ro
Email	briedri@hotmail.com		

3. KEY STAFF MEMBER (Chair holder, academic coordinator, other key staff member – to be specified) : Member of the teaching staff			
Title	Lecturer PhD	First name	Dragoş
Surname	Dărbăneanu	<i>Mandatory</i>	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
Department	Sociology and Social Assistance/ Faculty of Social and Humanistic Sciences		
Position/Grade/Category	Vice dean/ lecturer		
PhD Title	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Accredited to supervise doctoral theses?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address	Universitatii street, no. 1		
Postcode	410087	City	Oradea
Country	Romania		
Telephone 1	++ / 40 259 408167	Telephone 2	++ /40 726 720594
Fax	++ /40 259 467642	Website	http://www.socioumane.ro/
Email	darabaneanu@gmail.com		

4. KEY STAFF MEMBER (Chair holder, academic coordinator, other key staff member – to be specified) : Member of the teaching staff			
Title	Lecturer	First name	István
Surname	Polgár	<i>Mandatory</i>	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
Department	International Relations and European Studies/ Faculty of History, International Relations, Political Science and Communication Sciences		
Position/Grade/Category			
PhD Title	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Accredited to supervise doctoral theses?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address	Universitatii street, no. 1		
Postcode	410087	City	Oradea
Country	Romania		
Telephone 1	++ / 40 259 408167	Telephone 2	++ /40 745 367 292

Fax	++ / 40 259 467642	Website	www.igri.ro
Email	polgaruoradea@gmail.com		

1. Model of publication list Please add a new table for each member of staff mentioned in the table above (if appropriate).		
Name:	Karla Barth	
Role:	<input type="checkbox"/> Chair holder <input type="checkbox"/> Academic coordinator	<input checked="" type="checkbox"/> Module leader <input type="checkbox"/> Member of the teaching staff
Title of publication 1: Year: Abstract:	Bradea, A., Peter, Karla , (2014), <i>The specific of education in cross-border schools</i> , in the volume of The International Scientific Conference "Communication, context, interdisciplinarity", 3 rd Edition, Tirgu Mures, http://www.upm.ro/cci3 , ISSN 2069-3389, pp. 172-184 2014 The article is a result of an HU-RO project where the authors were involved. They studied how the education is realised in cross-border schools, which are ethnically mixed, how in that schools is taught the information in the other country's language.	
Title of publication 2: Year: Abstract:	Peter, Karla , Banciu, V., (2013), <i>Student's choice of optional subjects in European Studies</i> , in International Journal of Education and Psychology in the Community, Volume 3/1/2013, ISSN-2069-4695, indexata BDI în Index Copernicus Journal Master List, Central and Eastern European Online Library, ProQuest, EBSCO (www.cceol.com) 2013 The problem of optional subjects is a big one in Romanian universities because a part of curricula is based on this. By this paper we tried to find the students choice, how they choose their information about the optional disciplines in European Studies and which are the new subjects whereof they are interested. Through this article we tried to show the importance of the disciplines which are focusing on intercultural dialogue and communication.	
Title of publication 3: Year: Abstract:	Peter, Karla , (2010), <i>Intercultural implications in school integration of children with disabilities</i> , in <i>The Aproach of Interculturality in multiethnic education</i> , HURO/0801/124, Editura Universităţii din Oradea, Oradea, ISBN 978-606-10-0348-8 2010 The problem of integration/inclusion in schools of children with disabilities is common in all European countries, especially in the European regions where the percentage of the traditional minorities is high.. It is necessary to adapt the school, the curricula, to change the prejudices of the teachers and of the other pupils about the disabilities.	
Title of publication 4: Year: Abstract:	Peter, Karla , Banciu, V., (2014), <i>Integrated education in multicultural context</i> , in Conference Proceedings „20 Years of Psychology at the University of Veliko Turnovo: a travel to yourself” 2014 When we are talking about integrated education we must consider more aspects: children with disabilities, children with learning difficulties, children belonging from other cultures than the others. For everyone the right for education is given and the teachers must help them to be part of the group. In the study we described several methodologies in multicultural education through which the integration of the different its realised	
Title of publication 5:	Bradea, A., Peter, Karla , (2014), <i>The role of multicultural disciplines in forming and developing transversal competences – a case of Romania</i> , in Problems of Education in the 21 st Century, Scientific Methodical Center „scientia Educologica”, Lithuania, The Associated II, member of Lithuanian Scientific Society, European Society for the History of Science (ESHS) and ICASE (International Council of Associations for Science Education), ISSN: 1822-7864	

Year:	2014
Abstract:	Transversal competences must be formed for teachers and the other students. We are talking about role-competences (creative-innovative conduct, autonomy and responsibility, effective social interaction) and the competences of personal and professional development in accordance with the quality standards necessary to improve the quality of multicultural education.
Title of publication 6:	Banciu, V., Peter, Karla , (2014), <i>Developing multicultural communication through educational games with preschoolers</i> , în INTED 2014 PROCEEDINGS, 8th International Technology, Education and Development Conference, Valencia, Spain, ISBN 978-84-616-8412-0, indexat în IATED Digital Library, Google Scholar, pag.2469-2477
Year:	2014
Abstract:	A good teacher must be involved in his pupil development from the beginning. The multicultural communication is an important aspect for being capable to be a part of your society. In preschoolers that can be developed very well by educational games.

2. Model of publication list Please add a new table for each member of staff mentioned in the table above (if appropriate).		
Name:	Mircea Brie	
Role:	<input type="checkbox"/> Chair holder <input type="checkbox"/> Academic coordinator	<input type="checkbox"/> Module leader <input checked="" type="checkbox"/> Member of the teaching staff
Title of publication 1:	Mircea Brie , Ioan Horga, Sorin Şipoş (coord.), <i>Ethnicity and Intercultural Dialogue at the European Union's East Border</i> , Cambridge Scholars Publishing, 2013, 517 p. ISBN (10): 1-4438-4607-4, ISBN (13): 978-1-4438-4607-3 – a collective volume	
Year:	2013	
Abstract:	The book tackles the theme of intercultural dialogue, ethnicity and confession through the lens of minority-majority relations, and also the mechanism for managing inter-ethnic and inter-confessional relations at the Eastern border of the EU. The volume has four main chapters: Introductory Studies; Minority and Majority in the Eastern European Area; The Phenomenon of Migration in Europe; Managing Interethnic Relations and European Security	
Title of publication 2:	Mircea Brie , <i>Contemporary Ecumenism between the Theologians' Discourse and the Reality of Inter-confessional Dialogue</i> , <i>Journal for the Study of Religions and Ideologies</i> , ISI Journal, 8, 24 (Winter 2009), Cluj-Napoca, pp. 257-283, ISSN: 1583-0039.	
Year:	2009	
Abstract:	The new realities after the enlargement of the European Union towards the east have underlined the need for interreligious dialogue on a European level. The features of Eastern Europe from a religious perspective impose cooperation between religious communities in order to develop the European spirit of tolerance and dialogue according to the requirements of ecumenism.	
Title of publication 3:	Mircea Brie , Istvan Polgar, Florentina Chirodea (coord.), <i>European Union. Identity, Diversity and Integration</i> , supplement <i>Analele Universităţii din Oradea, Seria Relaţii Internaţionale şi Studii Europene</i> , Oradea, 2012, 343 p., ISBN 978-606-10-0945-9 – a collective volume	
Year:	2012	
Abstract:	It contains theoretical and applied analyses and syntheses related to the EU space in terms of identity, diversity and European integration. The general topics covered refer to the five book chapters: Identity and Elements of Anthropology in the European Space; Education and Communication; European Union Zone – The Institutional Dimension; European Policies and Management Models; European Zone: Social Demographic Perspective.	

Title of publication 4: Year: Abstract:	Mircea Brie , Sorin Şipoş, Ioan Horga (coord.), <i>Ethno-Confessional Realities in the Romanian Area: Historical Perspectives</i> , Editura Universităţii din Oradea, Oradea, 2011, 319 p., ISBN 978-606-10-0626-7 - a collective volume, coordinated, that was published as proceedings to a conference held in Oradea, financed through a Jean Monnet project. It is a comprehensive analysis of ethnic and religious realities of the Romanian space located at the eastern border of the EU, including Romania and Moldova. The volume addresses general topics such as ethnicity, nation and nationalism, migration and assimilation, confession and confessional minorities. The work tries to clarify aspects of contemporary realities through a historical perspective and analysis.
Title of publication 5: Year: Abstract:	Mircea Brie , Florentina Chirodea, Constantin Vasile Țoca (coord.), <i>European Public Policies. Instruments, Models and Behaviour in the Public Space</i> , supliment <i>Analele Universităţii din Oradea, Seria Relații Internaționale și Studii Europene</i> , Oradea, 2013, 354 p., ISBN 978-606-10-1159-9 – a collective volume 2013 The impact of European policies on existing realities in the Member States, especially those in Eastern Europe is in fact the object of research detailed in this volume. The analyses presented are grouped around the following issues: the impact of European public policy; instruments and models of implementation; leadership and behaviour in the public space.
Title of publication 6: Year: Abstract:	Mircea Brie , Ioan Horga, <i>The European Borders—Expressions of Identity</i> , published in <i>Transylvanian Review</i> , Romanian Academy Publishing, Cluj-Napoca Studies, 2014, p. 202-216. ISSN 1221-1249 2014 This study aims to analyse the characteristics of European space through its borders, because their type and organization reflect both image and identity. European borders, internal and external, reflect the image of the European local, regional or overall identity and reality (ethno-national, political, cultural, religious and socio-economic).

3. Model of publication list Please add a new table for each member of staff mentioned in the table above (if appropriate).		
Name:	Dragoş Dărbăneanu	
Role:	<input type="checkbox"/> Chair holder <input type="checkbox"/> Academic coordinator	<input type="checkbox"/> Module leader <input checked="" type="checkbox"/> Member of the teaching staff
Title of publication 1: Year: Abstract:	Mircea Brie, Dragoş Dărbăneanu (2014), <i>Ethnic Identity and Social Borders. The Case of the Roma in Romania</i> , in Mircea Brie, Klára Czimre, Bogumiła Mucha-Leszko (eds.), <i>The Social Frontiers of Europe</i> , <i>Eurolimes</i> , nr. 17, Oradea, 2014, p. 123-134, ISSN: 1841 – 925, http://www.iser.rdsor.ro/eurolimes.htm A debate on social borders in terms of ethnic identity is a complex issue that requires attention, including scrutiny of the socio-cultural or mental kind. Then the discussion reaches the issue of a certain relativity induced by the identification of individuals with the ethnic group.	
Title of publication 2: Year: Abstract:	Dragoş Dărbăneanu (2015) <i>Collective Expressing and Role of Public Opinion in European Society Development</i> , <i>Analele Universităţii din Oradea</i> , Oradea, 2015, tom VII, p. 183-190, ISSN 2067 – 12353, E- ISSN – 2067-3647, http://analerise.igri.ro/resurse/reviste/2015/Anale_2015.pdf#page=183 The study analyses the role that public opinion plays in contemporary organization of global societies in general and the European Union in particular. Also, we show that public homogeneity and social support for global societies depends on social representations of European citizenship status.	
Title of publication 3:	Dărbăneanu, D. , Coturbaş, L., <i>The Role of Multicultural Education in the</i>	

Year: Abstract:	<i>Development of the European Social Space</i> , Education and Applied Didactics, volume 1, Issue1, 2017, Publishing House of Oradea University, pp. 52-60. https://www.ceeol.com/search/article-detail?id=569952 2017 The article deals with the topic of multiculturalism and tolerance from the perspective of some major social studies. In the first part of the article, we present theoretical considerations on global society and the role of ethnic culture in the development of the European Union. Also, in this article we find a series of considerations and interpretations on Romanians' tolerance and intolerance in connection with various multicultural groups and in relation to some social problems.
Title of publication 4: Year: Abstract:	Dragoș Dărbăneanu , <i>Ethnicity and Multicultural Communication in Shaping the European Social Space</i> , in Ethnicity and Intercultural Dialogue at the European Union Eastern Border p 363-371, Editor: Mircea Brie, Ioan Horga and Sorin Șipoș, Cambridge Scholars Publishing, ISBN (10): 1-4438-4607-4, ISBN (13): 978-1-4438-4607-3, http://www.ssoar.info/ssoar/handle/document/32897 2011 This study aims to describe the phenomenon of the feeling of belonging to ethnic groups and how this influences the behavioural patterns and attitudes, manifested in the social groups. Also, draw attention to the needs related to the adoption and implementation in the social space of general values designed to make compatible interaction between different ethnic groups.
Title of publication 5: Year: Abstract:	Dragoș Dărbăneanu , Aspects of Intercultural Communication in Romania and Social Representations Concerning Imigrants, <i>Analele Universității din Oradea Relații Internaționale și Studii Europene</i> , TOM VIII 2016, Publishing House of Oradea University (pp. 85-93), http://www.analerise.igri.ro/resurse/reviste/2016/Anale_2016.pdf 2017 The article deals with the topic of intercultural communication from the perspective of Romania's population attitudes that are develop and express in relation to immigrants. The study represents a secondary analysis which has as source the database developed while carrying out a Study on the immigration phenomenon in Romania
Title of publication 6: Year: Abstract:	Dragoș Dărbăneanu , <i>Values, Trust and Perspectives in Development of East European Societies</i> , in Adrian Popoviciu, Cross-border cooperation: models of good practice in Carpathian Region, C.H. BECK Publishing House, ISBN: 978-606-18-0388-0, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2523478 2014 The study is regarding about the major role of public and collective perception in the social dynamics that provide new insight into how is the reporting from the institutional environment and communities in Eastern Europe. The presentation of these social phenomena is intended to help us to understand the direction that Eastern European societies and Romania wants to place for achieving their goals.

4. Model of publication list Please add a new table for each member of staff mentioned in the table above (if appropriate).		
Name:	István Polgár	
Role:	<input type="checkbox"/> Chair holder <input type="checkbox"/> Academic coordinator	<input type="checkbox"/> Module leader <input checked="" type="checkbox"/> Member of the teaching staff
Title of publication 1:	Polgár István , The Phenomenon of Migration and Integration of Minorities in the European Union in Polgár István, Ioan Horga, Mircea Brie (Eds) - <i>Migration and European Integration of Minorities</i> , Lambert Academic Publishing, Germany, 2017, pp. 9-17	

Year: Abstract:	2017 The concept of " <i>Europe without borders</i> " can provide the solution to the ethnic problem on the continent. Some politicians and political scientists consider that the model of the " <i>nation state</i> " has not been able to provide sustainable finality through the citizenship institution. Limited in its defining pattern, the classic citizenship offered only a kind of equality principle, abstract, to residents within the borders of a national state, but the same borders did split many ethno-cultural communities, dividing the population into two categories, the majority and the inhabiting minorities.
Title of publication 2: Year: Abstract:	Mircea Brie, Polgár István , <i>Building a Common Memory as Fostering a Solid Image of the European Union beyond the Frontiers</i> , în <i>Communicating the EU Policies beyond the Borders. Proposals for Constructive Neighbour Relations and the New EU External Communication Strategy</i> , edited by Ioan Horga and Ariane Landuyt, Editura Universităţii din Oradea, 2013, pp. 66-76. 2013 The article aims to present the ethnical and confessional tensions which existed during the history in Transylvania between the romanian and the hungarian community. This border area was known as one of the most troubled regions of Europe concerning ethnic and religious conflicts, insomuch that the ideological and social systems that ruled the region during the last century were not able to remove the existing tension between the different ethnic groups.
Title of publication 3: Year: Abstract:	Polgár István <i>Eurosceptisim, an increasing phenomenon among the Member States. Road to Brexit</i> , in Romanian Journal of Political Geogprahy, Year XVIII, no.2, Editura Universităţii din Oradea 2016, pp. 83-93, 2016 In the context of a "shaking Europe", the Eurosceptic voice sounds more loudly than ever. Known as a highly Eurosceptic member, the United Kingdom, through the lens of the rising political power of the UK Independence Party (UKIP), doubts the European Union's plan regarding a strong and prosperous Union and it sees itself better off out of the Union after more than 40 years of rather tensed membership. This article tackles the UK's Euroscepticism in the light of the UK-EU membership referendum in 2016, also known as Brexit.
Title of publication 4: Year: Abstract:	Polgár István , <i>Building the Borderless Europe. A historical overview of the Romanian and Hungarian Coss- Border Cooperation</i> , in Mircea Brie, Alina Stoica, Florentina Chirodea, <i>The European Space. Borders and Issues</i> , Editura Universitatii din Oradea/Debrecen, 2016, pp. 525-535 2016 The article aims to present the obstacles, problems and tensions which existed during the European construction and integration process with a special regard on Central and Eastern Europe. Also, is focusing on a wide variety of European development and regional policies, which represents the solution for a permanent and harmonious development of the European Union.
Title of publication 5: Year: Abstract:	Polgár István , Ioan Horga, Mircea Brie (Eds) - <i>Ethnic Minorities and Majorities – Migration and Integration</i> , Debrecen University Press, Debrecen, 2016, 290 p. – a collective volume, result of a Jean Monnet Module 2016 One of the great challenges of contemporary Europe is related to migration and the need for European integration of minority communities, including immigrants. Evaluations conducted have shown that there is a great need for expertise and policies regarding the European integration of minorities in both their countries of origin and in the new host countries when we are dealing with migration. The volume is a result of a Jean Monnet project.
Title of publication 6: Year:	Polgár István , Ioan Horga, Mircea Brie (Eds) - <i>Migration and European Integration of Minorities</i> , Lambert Academic Publishing, Germany, 2017, 377 p - a collective volume, result of a Jean Monnet Module 2017

Abstract:

Demography issues and Migration issues are two of the key elements of modern society, bringing benefits and conflicts both to the receiving places and to the place of origin and raising issues of security, social measurements and multiculturalism in our globalised world. The volume is a result of a Jean Monnet project.

1. Model of teaching experiences Please add a new table for each member of the staff mentioned in the table above (if appropriate).		
Name:	Karla Barth	
Role:	<input type="checkbox"/> Chair holder <input type="checkbox"/> Academic coordinator	<input checked="" type="checkbox"/> Module leader <input type="checkbox"/> Member of the teaching staff
Title of the teaching course: Year: Summary of content:	Empathy and the teaching profession in the context of European Intergration 2010 The topic of the course is as follows: Teaching capability: definition, characteristics; Components of teaching capability; What does it mean to be a good teacher?; Personality of the teacher; The role and the responsibility of the academic staff in the context of the European Union; Empathy; Role of the teacher in developing empathy in students; Integration of students from communities other than the classroom group; Education in Romania respecting the education standards from the EU	
Title of the teaching course: Year: Summary of content:	Fundaments of European Education 2011-2016 The topic of the course is as follows: Education: definition, ccharacteristics; Structure of educational action; Forms of education: formal, nonformal, informal; Finality of education: ideal, scope, objectives; Educational environments and their role in developing personalities; Challenges of the current world and the role of education in solving such challenges; Integration of children with special educational needs The Romanian Education system. The European education systems. The comparison of the different education systems from Europe. Advantages and dezadvantages.	
Title of the teaching course: Year: Summary of content:	Strategies for forming multicultural abilities and habits for students regarding the design and conduct of teaching 2016- Teaching activity-components; Competencies of the mentoring teacher; <i>Functions, roles of the mentoring teacher in the European Union; Professional values transmitted during the mentoring process</i> ; Promoting quality in education by getting involved in the mentoring activity; Pedagogical design and its role in the mentoring process; Teaching strategies used in the mentoring activity.	

2. Model of teaching experiences Please add a new table for each member of the staff mentioned in the table above (if appropriate).		
Name:	Mircea Brie	
Role:	<input type="checkbox"/> Chair holder <input type="checkbox"/> Academic coordinator	<input type="checkbox"/> Module leader <input checked="" type="checkbox"/> Member of the teaching staff
Title of the teaching course: Year: Summary of content:	Intercultural Dialogue at the European Union Border 2 nd year, 1 st cycle of studies, (2011-2017) The topic of the course is as follows: Diversity and intercultural dialogue at the European Union eastern border. Features of Eastern Europe; Dialogue amongst peoples; Multiculturalism and diversity; globalization and nationalism; Religion between fundamentalism and globalization. The case of Eastern Europe; Intercultural dialogue and European integration; ethno-linguistic integration; intercultural education; mentality and integration; Eastern European demographic dynamics; Demographic policies in the EU; Ethnic and religious minority and majority. Stereotypes, prejudices and	

	discrimination in Eastern Europe; Urban and rural area; Identity-community crises and typology of human groups; Communication management in regions with ethnic and religious tensions; Role of mass-media in managing intercultural dialogue; Migration and labour force market; Discrimination and European law; Role of the woman in the European society
Title of the teaching course: Year: Summary of content:	European Minorities and Border Identities 3 rd year, 1 st cycle of studies (2011-2017) The topic of the course is as follows: Minority and majority. Conceptual analysis; Europe and its cultural-political identity; Epistemology of European borders; The imperial idea as a factor for political unity of Europe. States in Central Europe; UE involvement in conflict areas neighboring the European borders; Relationships between the majorities and the minorities in Europe: general overview. Ethnic minorities: Germans in Central and South-Eastern Europe; Jews in Europe; EU immigrant communities – between national minority and religious minority; Western management of Balkan conflicts and EU's position regarding the new countries in the region; The Balkans. A border area; Moldova. Axis between the West and the East; Transfer of ethnic, religious and political tensions in the European area; Ethnic and religious borders; Cultural and social borders; Nationalism and extremism; the United Europe Project as means to manage diversity
Title of the teaching course: Year: Summary of content:	Management of Majority – Minority Relations in Europe 2 nd year, 1 st cycle of studies (2011-2017) The topic of the course is as follows: types of minorities and majorities; minority – majority management; discrimination and dialogue; interethnic relations and conflicts; European demographic dynamics; demographic policies; minority and majority; urban and rural areas; identity-community crises; typology of human groups; immigrants integration; contemporary demographic realities; Human rights and policy on minority rights, inter-ethnic and inter-religious conflicts management; ethnic and religious solidarity; mentality and belonging to ethnic and religious minority ethnic groups; sociology of ethnic and religious groups - behaviors, stereotypes, prejudices and discrimination; Projects of the New Europe as a means of managing diversity; Blurring of nationalism? Ecumenical movement and European contemporary interreligious dialogue.

3. Model of teaching experiences Please add a new table for each member of the staff mentioned in the table above (if appropriate).		
Name:	Dragoș Dărbăneanu	
Role:	<input type="checkbox"/> Chair holder <input type="checkbox"/> Academic coordinator	<input type="checkbox"/> Module leader <input checked="" type="checkbox"/> Member of the teaching staff
Title of the teaching course: Year: Summary of content:	<i>Intercultural Communication and Social Integration</i> Since 2007 to present Background and the Complexity of Integration; The Theory of Social Integration. Social integration in sociology and other social sciences; Social Assimilation. Assimilation of immigrants into the mainstream society. Distinction Between Integration and Assimilation; The Concepts of Inter-Cultural Communication Theory. What is Intercultural Communication; Cultural System in Intercultural Communication. Levels of Cultural System; The Aspects of Power in Intercultural Communication. The Discernment of Power in Intercultural Communications; Cultural Presuppositions: reflections for professionals in cultural meetings; Cultural Self-Perception. inter-connection between cultural self-perception and cultural presupposition;	

	Semiotics Theory of Communications: the way which interpretation of signs and symbols influence the process of intercultural communication; The Concept of Intercultural Communication as a Tool in Integration; The Importance of Understanding Intercultural Communication
Title of the teaching course: Year: Summary of content:	<i>Concepts and Research Methods in Social and Political Science</i> Since 2000 to present The need of social research; Avoiding errors in reasoning about the social world (Observing, Overgeneralization, Reevaluating); Avoiding errors in reasoning about the social world (Reasoning, Reevaluating); Types of social research; Quantitative and qualitative methods; Steps in social research process; Operationalization diagram; Survey research; Questionnaire surveys; Concepts, constructs, and variables; Population and sample; Sampling and its purpose; Probability and non-probability types of sampling; Simple Random Sampling; Systematic Random Sampling; Stratified Random Sampling; Cluster Sampling; Multistage Sampling; Controlled Observation; Naturalistic Observation; Participant Observation; Case Research; Key Decisions in Case Research; Conducting Case Research
Title of the teaching course: Year: Summary of content:	Sociology of Communication Since 2006 to present Meanings of mass communication, introduction to mass communication; Functions of mass communication; Origin of mass communication; Different forms of mass media; Theories of Communication: Classical theories; Magic bullet/ hypodermic needle/ stimulus response theory; Two step flow theory; The Media as Gatekeeper; Multi step flow theory; Uses and gratification theory; Spiral of silence theory in mass communication; Consistency theories; McCombs and Shaw's agenda setting theory; The Osgood and Schramm circular model emphasizes the circular nature of communication; Nature of Global Marketing Communication; The relationship between the press and political power today; How magazines are opinion formers and life style shapers; Popular Culture: Pop Music, Fashion and Celebrity

4. Model of teaching experiences Please add a new table for each member of the staff mentioned in the table above (if appropriate).		
Name:	István Polgár	
Role:	<input type="checkbox"/> Chair holder <input type="checkbox"/> Academic coordinator	<input type="checkbox"/> Module leader <input checked="" type="checkbox"/> Member of the teaching staff
Title of the teaching course: Year: Summary of content:	European Unification Process – course delivered at 2 nd year, 2 nd cycle of studies at the University of Oradea 2011 - 2017 The course presents the unification process of Europe from historical, economical and social point of view. Also, the course is about the process of the state integration into Europe. European Integration is the process of, political, legal, economic, social and cultural integration of the future member states. In the second part of the course several theories and current debates are examined, related to the EU unification process and its effect on EU member states and third actors, and its constitutional character.	
Title of the teaching course: Year: Summary of content:	Demographic vulnerabilities in the European space – course delivered at 1 st year, 2 nd cycle of studies at the University of Oradea 2013 - 2017 This course aims to analyse the processes of integration into a new society for immigrants in the context of the EU enlargement, providing examples of the experiences of groups moving from countries of the former Soviet Union to the USA. We compare immigrant groups experiences in different countries through different times and argue that different elements have an effect on the integration and acculturation process, how the receiving societies	

	<p>characteristics and attitudes, or how the characteristics of the immigrants can modify the newcomers adaptation processes of the new culture, country and customs.</p> <p>These circumstances can have significant impacts on the individuals life, by relieving or exacerbating the difficulties of the period of integration.</p>
<p>Title of the teaching course:</p> <p>Year:</p> <p>Summary of content:</p>	<p>Theories of European Integration – course delivered at 1st year, 2nd cycle of studies at the University of Oradea</p> <p>2013 - 2017</p> <p>Many theories have emerged which attempt to explain the process and outcome of integration in Europe. They try to clarify how and why the European Union came about and how it is today. Theories are important as they help us to understand how the EU works, and having a better understanding of how the EU has developed allows us to hypothesis about what the EU might be like in the future. It is also important to be familiar with the different approaches people take when explaining European integration, as whatever is written is always grounded in a particular set of assumptions which should be taken into account when reflecting on what has been said. This course aims to analyse and explain the process and the most dominant theories of European integration.</p>

PART F -Design and implementation of the proposal

F.1.Work Programme

Please describe how the work programme was conceived in terms of the activities proposed, including reference to the appropriate phases for preparation, implementation, evaluation, follow-up and dissemination. Explain how consistency between project objectives, activities and the proposed budget will be achieved (Recommended 6000 characters).

The work programme includes the following activities: 1. Teaching: introduction of four training modules on intercultural communication, relations between ethnic groups, European education and general aspects of the European Union; 2. Research: organization of research in order to identify new prospects to promote excellence in teaching and research of the EU, namely the adaptation of European ethnic groups to the European social space; 3. organization of events: an international conference, a roundtable (with a specific theme in European national education reform, focusing on inter-ethnic and intercultural education) and a concluding conference; 4. a web project; 5. The design of a facebook page; 6. There will be a database containing scientific publications on dialogue and intercultural education, namely inter-ethnic relations. 7. The production and publication of teaching materials and syntheses of research / conference proceedings in order to develop an integrated education in the learning of EU in school, and intercultural communication and adaptation of ethnic groups to the European social space; 8. Dissemination of publications to all parties involved, namely those concerned, including the public libraries, in order to be offered to the civil society; 9. Indexing at least 3 publications in international databases; 10. Controlling and monitoring the project implementation.

Each of these types of activities, and each activity contains several **phases**: preparation, implementation, dissemination-information of the results, evaluation and follow-up of the impact.

Design of project activities:

1. Preparation phase

Activities: meeting of the implementation team; the distribution of roles in the project; research internships; contacting beneficiaries; establish the implementation schedule; creation of the website; making the facebook page; discussions with the inspectorate and methodist teachers; training events; establishing guests to be invited to the event; writing and posting notices events in databases of specialized events; preparation of training materials; elaboration of new curricular plans to include 4 new courses.

Needs: meeting rooms, computer equipment, teaching materials, library access, cooperation with public institutions

Cost: administrative, materials, travel, services and making of website and facebook page, prints

2. Implementation phase

Activities: completion of the four courses offered to students, including publishing of teaching materials,

organizing events (Event no. 1-2 and partially Event no. 3); the compilation and publication of materials of the international conference and the final report of the round table discussions; creating the database;

Needs: meeting rooms, computer equipment, providing translation, teaching materials and specialized publications, library access, cooperation with public institutions

Costs: personnel costs with the 4 instructors; development and printing the teaching materials; development and printing of conference materials folder; accommodation, transport and meals for participants in the events; translation costs; administrative costs; printing of the conference proceedings and roundtable;

3. Dissemination-informartion phase

Activities: organizing the final conference to present the results of the project; public debate at the presentation of publications of all conferences; distribution of publications to the interested parties involved; sending publications to libraries of universities, high schools or public institutions from EU and Eastern Partnership countries; indexing volumes in at least three international databases; regional meetings with specialist teachers, school inspectors, public authorities on the occasion of the round table; advertising in the media; posting on the website and Facebook page for all the activities and results; promoting resources available in the database.

Needs: computer equipment, teaching materials and specialized publications, promotional materials, access to high schools, cooperation with public institutions

Cost: field trips (transport, accommodation); administrative costs; printed promotional materials, media advertising

4. Evaluation and follow-up of the impact

Activities: organizing the final conference (Event no. 3); on-going and ex-ante assessment to meet the indicators proposed by the project; organizing meetings of the implementation team; periodic reports of the contracting authority; common organization of thematic events also after project completion.

Needs: meeting rooms, computer equipment, provision of translation, specialized publications, cooperation with public institutions

Cost: map creation and printing of conference materials; accommodation, transport and meals for participants; translation costs; administrative costs; advertisement

Institution and people involved: the University of Oradea, high schools, project implementation team, specialized inspectors and methodist teachers, other school teachers, representatives of professional groups, pupils and students, representatives of public authorities and civil society.

Achieving these activities made possible by the project budget will lead to achieving all objectives. And costs involved will be paid with 2 instructors who have not received Jean Monnet funding. There will be volumes published following collective events and will be paid from project funds allocated for the cost of organizing these events. The University of Oradea, besides providing the co-financing for this project will contribute to the HR, material and logistics requirements necessary for implementing the project that do not receive direct funding from Jean Monnet funds.

By multiplication, the benefits the project will expand to all Romanian schools in ethnically mixed areas, the project outcomes being accessible through indexing of at least 3 times more people than the number of direct beneficiaries.

The results of the project are going to be made freely available (as open educational resources) to both target group and wider public, through these newest technological means.

The courses, conferences, roundtables and research activities contribute to achieving the objective of extending European studies to groups who would otherwise not have direct contact with them, although their work is affected by European matters.

F.2. Work plan and specific activities

Please enter the different activities you intend to carry out. *There are up to four specific types of activity (teaching, deliverables, research and events) that can be selected. Please use one table per specific activity and add as many tables as required (by copying and pasting the template table). Each specific activity must be numbered.*

For **Jean Monnet Chairs** please identify and detail the activities that are proposed in addition to the obligatory 90 teaching hours by completing the appropriate table(s). At least one additional activity per academic year is required (see Section D.2.).

For **Jean Monnet Chairs** and **Modules**, for which flat-rate funding based on unit costs (teaching hours) is applicable, please note that only the hours presented under F.2.1. Teaching will be taken into account in the calculation of the grant. Hours presented under F.2.4. Events will not be included as part of the flat-rate calculation in the case of a successful application.

F.2.1. Specific Activity: TEACHING

Teaching Nr.	1
Title	Multiethnic education in European context
Prof. in charge²	Karla BARTH
Typology	<input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Summer course <input checked="" type="checkbox"/> Training course <input type="checkbox"/> Intensive course <input type="checkbox"/> Distance learning course
Description	<p>The education for acceptance, the education for equality has a big role in Europe because the latest enlargement of the Union to 28 Member States has considerably increased the diversity of the Union in political, social, economic, cultural and educational terms. In this context, it is essential to ensure that this diversity becomes a source of richness rather than a source of confrontation.</p> <p>For being a good teacher it is necessary to have cognitive competences as knowledge, understanding, explanation, interpretation; instrumental-applicative competences as practical capabilities and abilities and attitude competences like attitudes, values, behaviours to be capable for eliminating stereotypes, prejudices and preventing discrimination. In Romania, today, the problem of educating is more and more advanced for all the disciplines in the curriculum, of the national minorities in their mother tongue, in fact, according to the first key-competence of the European Union: communication in the mother tongue. The teacher's responsibility in a multiethnic school is to create a complex personality capable for tolerance, for peace and democracy.</p> <p>The academic aims of this course are: to appreciate the role of teacher in building the European identity; capturing and understanding the specificity of ethnic groups and migration; to analyse the specific of teaching methods in multiethnic schools, capturing and understanding the relational mechanisms in schools where is provided the inclusion of children; identification of various typologies of ethnic and religious groups; to relate intercultural communication to the process of European integration; they understand and control the conceptual apparatus regarding the issues of cultural diversity, to appreciate the role of each culture in building the European identity, to understand the relevance of intercultural dialogue in managing European diversity; to examine and analyse the ways of dealing with conflicts.</p> <p>The learning objectives are: learn how differences in cultures affect European integration of minorities; understand the diverse modalities of teaching, the European policy with border security and integration of minorities; to enhance students' understanding of the crucial issues in intercultural communication and to increase their awareness of the role of dialogue in managing cultural diversity, to teach them the practical skills of intercultural communicators; to actively practice the knowledge acquired during classes, to find practical solutions to resolve the situation closely linked to migration, minority relationship management - mostly inter-ethnic and inter-confessional diversity, intercultural communication, diversity and crisis management, acquisition of knowledge in the field of culture, communication, diversity and seeking innovation, interpretation, qualitative analysis of the phenomenon.</p> <p>Methodology of teaching content The course will combine elements of traditional lecturing with interactive approaches</p>

² Please note: For **Jean Monnet Chairs**, only one professor may hold the Chair and must assume sole responsibility for delivering the minimum number of teaching hours required (90 hours) per academic year. He/she must be a permanent staff member of the applicant institution and hold the rank of professor. It is possible to involve other teaching staff members for additional teaching activities.

involving participants in debating about the educational models used in the European area. The duration of the course is a total of 30 hours (lecturer, seminars and student evaluation) in each of the three years. The information will be transferred to students using interactive teaching methods, which are focused on debates, discussions on issues, case studies, simulations, role-playing games, comparative analyses, etc. At the end of didactic activity, teams of students will have to present a research project about a theme focused on the role of national minorities in regional development. The student evaluation will be a cumulative one, based on the previously state learning objectives and the accumulation level of theoretical knowledge, competences and practical and transversal abilities will be followed.

Structure of the course:

1. Interethnic-multiethnic education in European context
2. Deontological aspects of training teachers for multiethnic schools
3. Models of teaching in multiethnic cultures
4. Didactic principles in multiethnic teaching
5. Curriculum educațional în context multiethnic
6. Teaching strategies used in multiethnic schools
7. Interdisciplinarity. Transdisciplinarity
8. The role of intercultural education in preventing, softening or solving conflicts
9. The inclusion of children from different cultures in multiethnic schools
10. Educational borders?

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Impact	<p>The learning objectives are: learn how differences in cultures affect European integration of minorities; understand the diverse modalities of teaching, the European policy with border security and integration of minorities; to enhance students' understanding of the crucial issues in intercultural communication and to increase their awareness of the role of dialogue in managing cultural diversity, to teach them the practical skills of intercultural communicators; to actively practice the knowledge acquired during classes, to find practical solutions to resolve the situation closely linked to migration, minority relationship management - mostly inter-ethnic and inter-confessional diversity, intercultural communication, diversity and crisis management, acquisition of knowledge in the field of culture, communication, diversity and seeking innovation, interpretation, qualitative analysis of the phenomenon.</p> <p>We believe that attending this course will help to better prepare students, the future instructors (teachers and educators) to meet the demands and challenges of the contemporary world: a world in which more and more mixed families are visible, where an increasing number of people travel especially for business. As a direct result, the school population is changing and the Romanian education classes teach a large number of children of other nationalities. On the other hand, the specific of the area where the project takes place is already one which combines several cultures which the teacher must know how to address.</p> <p>Given the fact that students do their practice teaching in many schools in Oradea and</p>

	Bihor County, this information will be disseminated both by themselves, and through the County School Inspectorate Bihor and the Teaching Faculty Office (CCD) to all professionals in schools, interested in them. It will also contribute towards the formation of students' personality in our schools to help a better integration of children and to achieve an appropriate intercultural dialogue and acceptance.			
N° of hours³	1st acad. year:	2nd acad. year:	3rd acad. year:	Total over 3 years:
	30	30	30	90
N° of students	43	43	43	129
Discipline of audience⁴	Social Sciences, Human Resources, Educational Sciences, Engeneering, Geography, Erasmus incoming students, ENP area incoming students			
Year/type of study	<input checked="" type="checkbox"/> 1 st cycle (Bachelor) <input type="checkbox"/> 2 nd cycle (Masters) <input type="checkbox"/> 3 rd cycle (Postgraduate)		<input type="checkbox"/> Doctoral studies <input type="checkbox"/> Summer school	
Nature⁵	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Optional		<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing	
Timing⁶	<input checked="" type="checkbox"/> 1 st year <input checked="" type="checkbox"/> 2 nd year <input checked="" type="checkbox"/> 3 rd year		<input type="checkbox"/> 1 st semester <input checked="" type="checkbox"/> 2 nd semester	

Teaching Nr.	2
Title	Intercultural dialogue and national minorities at the Eastern border of the EU
Prof. in charge⁷	Mircea Brie
Typology	<input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Summer course <input type="checkbox"/> Training course <input checked="" type="checkbox"/> Intensive course <input type="checkbox"/> Distance learning course
Description	<p>The latest enlargement of the Union to 28 Member States has considerably increased the diversity of the Union in political, social, economic and cultural terms. In this context, it is essential to ensure that this diversity becomes a source of richness rather than a source of confrontation.</p> <p>The EU enlargement towards Eastern Europe has generated a number of issues related to the process of European integration. This process led to the redesign of the external borders of the EU. The European borders, internal and external, reflect the realities of the European identity and image - local, regional or general (political, cultural but also socio-political and ethno-religious). A main conclusion that emerges from an investigation of the concepts of external border is that the European Union has an external border that can be both rigid and flexible depending on the realities and challenges of the moment, on the tensions or openness in the socio-economic and/or the political-legal fields, but also on the complex internal reality of the Member States. The border security is one of the defining characteristics of the community space requirements. On the other hand, the European integration is a complex process that requires extra attention to be paid to minorities, especially when migration is brought to the discussions table.</p> <p>Many international events have provoked severe tensions and given renewed meaning to the concept of "clash of civilizations". It is essential that the European Union upholds and promotes its values internally and also in its relations with the outside world. Intercultural dialogue can usefully complement diplomacy and contribute to conflict prevention. It can also play a central role in the Union's new Neighborhood Policy. The challenge is even greater due to the contemporary demographic realities, migration of</p>

³ Please indicate the number of hours per year and total over the 3-year duration of the project. This information must be consistent with the financial form.

⁴ e.g. Law, medicine, architecture etc.

⁵ Please select "new" to indicate the creation of an activity previously not offered at the institution and "existing" to indicate the renewal of an on-going activity, already being offered at the institution at the time of application.

⁶ Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc..

⁷ Please note: For **Jean Monnet Chairs**, only one professor may hold the Chair and must assume sole responsibility for delivering the minimum number of teaching hours required (90 hours) per academic year. He/she must be a permanent staff member of the applicant institution and hold the rank of professor. It is possible to involve other teaching staff members for additional teaching activities.

persons and labour force, thus leading to an increasing complexity.

The academic aims of this course are: to appreciate the role of each culture in building the European identity; capturing and understanding the specificity of ethnic groups and migration; to early identify types of migration and the effects of such phenomenon; demographic and public policies and the specificity of the internal and the external EU borders; to analyse the specific of eastern border from the point of view of ethnic and religious borders; to allow the perception of demographic crises mechanisms and the effects of such a crisis on social security; capturing and understanding the relational mechanisms; identification of various typologies of ethnic and religious groups; acquiring knowledge referring to diversity and multiculturalism in Central and Eastern Europe; acquiring knowledge referring to minorities typology, the identity and the origins of ethnic and confessional groups; to relate intercultural communication to the process of European integration; they understand and control the conceptual apparatus regarding the issues of cultural diversity, to appreciate the role of each culture in building the European identity, to analyse the particular contributions of each EU Member State to the cultural environment of Europe, to understand the relevance of intercultural dialogue in managing European diversity; to examine and analyse the ways of dealing with conflicts.

The learning objectives are: learn how differences in cultures affect European integration of minorities; understand the diverse border typologies, the European policy with border security and integration of minorities; to enhance students' understanding of the crucial issues in intercultural communication and to increase their awareness of the role of dialogue in managing cultural diversity, to teach them the practical skills of intercultural communicators; to actively practice the knowledge acquired during classes, to find practical solutions to resolve the situation closely linked to migration, minority relationship management - mostly inter-ethnic and inter-confessional diversity, intercultural communication, diversity and crisis management, acquisition of knowledge in the field of culture, communication, diversity and seeking innovation, interpretation, qualitative analysis of the phenomenon.

Methodology of teaching content

The course will combine elements of traditional lecturing with interactive approaches involving participants in debating the past, present, and future of national minorities and the frontier in the European area. The duration of the course is a total of 29 hours (lecturer, seminars and student evaluation) in each of the three years. The information will be transferred to students using interactive teaching methods, which are focused on debates, discussions on issues, case studies, simulations, role-playing games, comparative analyses, etc. At the end of didactic activity, teams of students will have to present a research project about a theme focused on the role of national minorities in regional development. The student evaluation will be a cumulative one, based on the previously state learning objectives and the accumulation level of theoretical knowledge, competences and practical and transversal abilities will be followed.

Structure of the course:

1. Diversity and intercultural dialogue at the European Union eastern border.
Features of Eastern Europe
2. Dialogue amongst peoples;
3. Identity of ethnic groups – debate on ethnicity and nation
4. Ethnicity, nation and confession at the EU eastern border
5. Globalisation and religious fundamentalism at the EU eastern border
6. Intercultural dialogue and European integration; ethno-linguistic integration;
7. Intercultural dialogue and European law; intercultural education; mentality and integration;
8. European instruments and good neighbourhood policy;
9. Identity-community crises and typology of human groups;
10. Migration phenomenon and its impact on the EU demography policies
11. Minority and immigration at the eastern frontier of the EU
12. Communication management in regions with ethnic and religious tensions
13. Epistemology of European borders.

14. Ethnic and religious borders;
15. Cultural and social borders;
16. The Balkans. A border area

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Impact	<p>The learning objectives are: learn how differences in cultures affect European integration of minorities; understand the diverse border typologies, the European policy with border security and integration of minorities; to enhance participants' understanding of the crucial issues in intercultural communication and to increase their awareness of the role of dialogue in managing cultural diversity, to teach them the practical skills of intercultural communicators; to actively practice the knowledge acquired during classes, to find practical solutions to resolve the situation closely linked to migration, minority relationship management - mostly inter-ethnic and inter-confessional diversity, intercultural communication, diversity and crisis management, acquisition of knowledge in the field of culture, communication, diversity and seeking innovation, interpretation, qualitative analysis of the phenomenon.</p> <p>The direct beneficiaries of the project will be the students who know neither the specific and particularities of different cultures in Europe, nor the important role media has to play in intercultural dialogue and in the dissemination of the image of Europe in the world.</p> <p>This course aims to present to the target group one priority of the EU – dialogue between cultures and peoples – that is an important landmark for education and action within the EU</p>

	<p>The short term and long term impact of the course on direct and indirect beneficiaries consists of the following: 1. Understanding identity mechanisms and involvement of minorities in the process of regional development; 2. Strengthening the exchange of ideas/solutions amongst participants from the academic/educational environment and civil society; 3. Understanding the importance of diversity in the new Europe and the need to connect cultures and peoples in the process of regional development; 4. Getting to know the particularities of different Eastern European countries; 5. Reducing barriers between ethno-religious groups at regional level; 6. Efficient conflict management; 7. Identifying the general framework and the particularities of local features of regional development; 8. Building a system of comparison to the requests and expectations of minorities; 9. Increasing interest in the research of the border, its typology, cultural diversity and cooperation mechanisms.</p> <p>The main quantity indicators of the impact are the following: number of persons attending the course; degree of improving the outputs by disseminating the information relating to the course; degree of penetration of information on the level of the target group (direct and indirect beneficiaries).</p>			
	1st acad. year:	2nd acad. year:	3rd acad. year:	Total over 3 years:
N° of hours⁸	29	29	29	87
N° of students	47	47	47	141
Discipline of audience⁹	Social Sciences, Educational Sciences, Engeneering, Geography, Erasmus incoming students, ENP area incoming students, Human Resources			
Year/type of study	<input checked="" type="checkbox"/> 1 st cycle (Bachelor) <input type="checkbox"/> 2 nd cycle (Masters) <input type="checkbox"/> 3 rd cycle (Postgraduate)		<input type="checkbox"/> Doctoral studies <input type="checkbox"/> Summer school	
Nature¹⁰	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Optional		<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing	
Timing¹¹	<input checked="" type="checkbox"/> 1 st year <input checked="" type="checkbox"/> 2 nd year <input checked="" type="checkbox"/> 3 rd year		<input type="checkbox"/> 1 st semester <input checked="" type="checkbox"/> 2 nd semester	

Teaching Nr.	3	
Title	Intercultural Communication and Social Integration in Europe	
Prof. in charge	Dragoș Dărbăneanu	
Typology	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Summer course	<input checked="" type="checkbox"/> Training course <input type="checkbox"/> Intensive course <input type="checkbox"/> Distance learning course
Description	<p style="text-align: center;">Lecturer Dragoș Dărbăneanu, PhD</p> <p>The course "Intercultural Communication and Social Integration in Europe" can be described from the Webster definition of culture, that shows the culture like the integrated model of human behavior that includes thoughts, words, actions and artifacts and depends on people's ability to learn and transmit knowledge from one generation to another. These patterns of human behavior are responsible for determining the identity of racial, religious or social and ensure the creation of sets of values, thoughts and feelings of everyone in the group. Therefore, what can be considered normal in a culture appears as scandalous in another. The course "Intercultural Communication and Social Integration in Europe" is designed to prevent such phenomena through information related to the specifics of different cultures and presenting strategies of</p>	

⁸ Please indicate the number of hours per year and total over the 3-year duration of the project. This information must be consistent with the financial form.

⁹ e.g. Law, medicine, architecture etc.

¹⁰ Please select "new" to indicate the creation of an activity previously not offered at the institution and "existing" to indicate the renewal of an on-going activity, already being offered at the institution at the time of application.

¹¹ Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc..

interaction, oriented to acceptance and tolerance. Also, the European integration is a complex process that requires attention to be paid to all cultures, especially when labor migration is brought to the discussions table. Equal access to the labor market of all EU citizens generates an intense phenomenon of labor migration from one cultural region to another. Professional integration can only be achieved in line with social integration, and this requires that intercultural communication mechanisms are operating smoothly.

The academic aims of this course are: to get information about different cultures and presenting strategies of interaction, oriented to acceptance and tolerance; to appreciate the role of each culture in building the European identity; to present the theory of social integration in sociology and other social sciences; capturing and understanding the relational mechanisms; identification of various typologies of cultural groups; acquiring knowledge referring to diversity and multiculturality in Central and Eastern Europe; to relate intercultural communication to the process of European integration; to understand and control the conceptual apparatus regarding the issues of cultural diversity; to understand the intercultural communication in everyday life; practical concerns to appreciate the role of each culture in building the European identity, to analyse the particular contributions of each EU Member State to the cultural environment of Europe, to understand the relevance of intercultural dialogue in managing European diversity; to examine and analyse the ways of dealing with conflicts; how to develop intercultural communicative competence, how to communicate effectively and appropriately; to show the key factors that may cause misunderstanding in intercultural communication; to show what to do for a successful communication and how to develop intercultural communicative competence; to use innovative teaching models such as audio and video materials, graphic information, brainstorming sessions, role-playing games.

The learning objectives are: learn how differences in cultures affect European integration; learn how cultural differences can be turned into positive factors for European Union; to enhance students' understanding of the crucial issues in intercultural communication and to increase their awareness of the role of dialogue in managing cultural diversity; to teach them the practical skills of intercultural communicators; to actively practice the knowledge acquired during classes, to find practical solutions to resolve the situation closely linked to misunderstanding in intercultural communication; what European people have to do for being good citizens; diversity and crisis management, acquisition of knowledge in the field of culture, communication, diversity and seeking innovation, interpretation, qualitative analysis of the phenomenon

Structure of the course:

1. Important concepts and definitions: communication, culture, intercultural communication, cultural intelligence, integration;
2. The theory of social integration in sociology and other social sciences;
3. The concepts of inter-cultural communication theory;
4. Cultural system in intercultural communication;
5. The aspects of power in intercultural communication;
6. The discernment of power in intercultural communications. Cultural presuppositions, cultural self-perception, cultural fix points;
7. Semiotics theory of communications;
8. Citizenship, globalization and communication: Meanings and theoretical stakes;
9. Citizenship and political communication;
10. Intercultural communication in everyday life: what are the practical concerns?;
11. Developing intercultural communicative competence: how to communicate effectively and appropriately;
12. What are the key factors that may cause misunderstanding in intercultural communication?;
13. What contributes to successful communication?;
14. How to develop intercultural communicative competence.

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Impact	The direct impact of this course occurs primarily at students of the Faculty of Social

	<p>Sciences which have not received until now specialized classes about European Union. Proposed module provides information about intercultural communication and social integration that will enhance the professional skills of students. The project is also carrying out a program of transformation and specialization so during the three years the course "Intercultural Communication and Social Integration in Europe" will evolve and enrich with highest quality theoretical and practical information. However, curricula of specializations who will benefit about the course implementation will be completed with this important discipline which is promoting many European dimensions of social life. The direct beneficiaries of the project will be 40 students/year which will study about the important role of intercultural dialogue in construction of European society They will be introduced to one priority of the EU – dialogue between peoples from different cultures – that is an important landmark for education and action within the EU.</p> <p>Also the course will determine the following: 1. Understanding the identity mechanisms in European social groups; 2. Strengthening the exchange of ideas between participants from the academic or educational environment and civil society; 3. Understanding the importance of diversity in the new Europe and the need to connect cultures; 4. Getting to know the particularities of communication between ethnic groups from Romania ; 5. Reducing communicational barriers; 6. Determine the particularities of local features of social integration; 7. Knowing about the requests and expectations of different cultural groups; 8. Increasing interest in the research of intercultural communication and social integration in European Union.</p>			
N° of hours¹²	1st acad. year:	2nd acad. year:	3rd acad. year:	Total over 3 years:
	29	29	29	87
N° of students	40	40	40	120
Discipline of audience¹³	Social Sciences, Educational Sciences, Engeneering, Geography, Erasmus incoming students, ENP area incoming students, Human Resources			
Year/type of study	<input checked="" type="checkbox"/> 1 st cycle (Bachelor) <input type="checkbox"/> 2 nd cycle (Masters) <input type="checkbox"/> 3 rd cycle (Postgraduate)		<input type="checkbox"/> Doctoral studies <input type="checkbox"/> Summer school	
Nature¹⁴	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Optional		<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing	
Timing¹⁵	<input checked="" type="checkbox"/> 1 st year <input checked="" type="checkbox"/> 2 nd year <input checked="" type="checkbox"/> 3 rd year		<input type="checkbox"/> 1 st semester <input checked="" type="checkbox"/> 2 nd semester	

Teaching Nr.	4.	
Title	The European Unification Process and the Construction of the European Identity	
Prof. in charge¹⁶	István Polgár	
Typology	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Summer course	<input type="checkbox"/> Training course <input type="checkbox"/> Intensive course <input type="checkbox"/> Distance learning course
Description	Identity issues are one of the key elements of our modern society, bringing benefits and conflicts inside the nation states (member states) and also at EU level. The question of identity is raising issues of security, social measurments and multiculturalism in our	

¹² Please indicate the number of hours per year and total over the 3-year duration of the project. This information must be consistent with the financial form.

¹³ e.g. Law, medicine, architecture etc.

¹⁴ Please select "new" to indicate the creation of an activity previously not offered at the institution and "existing" to indicate the renewal of an on-going activity, already being offered at the institution at the time of application.

¹⁵ Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc..

¹⁶ Please note: For **Jean Monnet Chairs**, only one professor may hold the Chair and must assume sole responsibility for delivering the minimum number of teaching hours required (90 hours) per academic year. He/she must be a permanent staff member of the applicant institution and hold the rank of professor. It is possible to involve other teaching staff members for additional teaching activities.

globalised world.

This course aims to analyse the process of the European Construction and the construction of a „European Identity“.

The course is designed to orient students to the challenges and opportunities involved in understanding and communicating with people of different cultures, both domestically and internationally. The EU enlargement towards Eastern Europe has generated a number of issues related to the process of European Construction. This process led to the redesign of the external borders of the EU. The European borders, internal and external, reflect the realities of the European identity and image. This image is present at local, regional or general (political, cultural but also socio-political and ethno-religious) level.

A main conclusion that emerges from an investigation of the concepts of “European Identity” and the EU borders is that the European Union has domestic and external borders that can be both rigid and flexible depending on the realities and challenges of the moment, on the tensions or openness in the socio-economic and/or the political-legal fields, but also on the complex internal reality of the Member States. Creating border security is one of the defining characteristics of the community space requirements. On the other hand, the European Construction is a complex process that requires extra attention to be paid to minorities, especially when migration is brought to the discussions table.

The academic aims: The birth of European Identity during the process of the European Construction represents a cross-disciplinary issue that undertakes familiarising the students with the way in which the increase-decrease in the ethno-confessional composition, the structure nationality groups of the contemporary European population, migrations (mostly illegal immigration) influence in the XX-XXI century the inter-ethnic relations within member states and also the international relations, social and public policies. The course allows forming knowledge, skills and abilities required for the development of the current European society, with future correlations between the relations between majority and minority, decision making at EU level, sustainable enlargement policies and cooperation between member states.

The learning objectives are: to teach how differences in national cultures from member states affect the building of the European Identity and the integration of minorities.

It supports the understanding of diverse integration theories, typologies, the European policies concerning the European Construction and the enlargement process. It supports the understanding how to report effectively on different cultures; understand the patterns of worldwide news and information flow; understand how to practice professional communication with different cultures.

Methodology of teaching content:

During the lectures we are planning to gather traditional lecturing with interactive approaches, involving the students in debates concerning the process of European Construction, different integration theories and the question of identity.

Along the course we will also use fast-track lecturing, exposes, case studies, brainstorming, analysis of documents, simulation and team work.

The duration of the course is a total of 29 hours (lecturer, seminars and student evaluation) in each of the three years.

The student evaluation will be a cumulative one, based on the previously state learning objectives and the accumulation level of theoretical knowledge, practical competences and transversal abilities will be followed.

Structure of the course:

1. Methodologies, concepts and historiography on the European idea
2. History and evolution of the European Communities
3. Ten historic steps in the European Construction
4. Theories of European Integration
5. The process of European integration after the Second World War (1946 - 1951)
6. The European Enlargement Process

7. European Union after Maastricht. The challenges of enlargement to Central and Eastern Europe
8. EU enlargement towards east and new challenges to security in the European space
9. European Neighborhood Policy
10. European Institutions
11. Cultural diversity and media pluralism in the EU
12. Global security and European identity
13. European Identity and Diversity in a globalised world
14. Identity of ethnic groups – debate on ethnicity and nation
15. Multiculturalism and diversity; globalisation and nationalism;
16. Ethnic and religious minorities and majorities. Stereotypes, prejudices and discrimination in Europe

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Impact	<p>The expected impact of the course is quantified by enriching the courses and broadening the target group, with reference to the area of European Construction and cooperation between the member states. The implementation of the course will automatically generate the necessary know-how for a better understanding of integration theories and the problems related to the building of the European identity.</p> <p>The main quality indicators concerning the impact are the following: number of persons attending the course; degree of improving the outputs by disseminating the information on the course; degree of penetration of information on the level of the target group (direct and indirect beneficiaries)</p>								
N° of hours¹⁷	<table border="1"> <thead> <tr> <th>1st acad. year:</th><th>2nd acad. year:</th><th>3rd acad. year:</th><th>Total over 3 years:</th></tr> </thead> <tbody> <tr> <td>29</td><td>29</td><td>29</td><td>87</td></tr> </tbody> </table>	1 st acad. year:	2 nd acad. year:	3 rd acad. year:	Total over 3 years:	29	29	29	87
1 st acad. year:	2 nd acad. year:	3 rd acad. year:	Total over 3 years:						
29	29	29	87						
N° of students	<table border="1"> <tbody> <tr> <td>33</td><td>33</td><td>33</td><td>99</td></tr> </tbody> </table>	33	33	33	99				
33	33	33	99						
Discipline of audience¹⁸	Social Sciences, Educational Sciences, Human Resources, Engineering, Geography, Erasmus incoming students, ENP area incoming students, Political Science								
Year/type of study	<table border="1"> <tbody> <tr> <td><input checked="" type="checkbox"/> 1st cycle (Bachelor)</td><td><input type="checkbox"/> Doctoral studies</td></tr> <tr> <td><input type="checkbox"/> 2nd cycle (Masters)</td><td><input type="checkbox"/> Summer school</td></tr> <tr> <td><input type="checkbox"/> 3rd cycle (Postgraduate)</td><td></td></tr> </tbody> </table>	<input checked="" type="checkbox"/> 1 st cycle (Bachelor)	<input type="checkbox"/> Doctoral studies	<input type="checkbox"/> 2 nd cycle (Masters)	<input type="checkbox"/> Summer school	<input type="checkbox"/> 3 rd cycle (Postgraduate)			
<input checked="" type="checkbox"/> 1 st cycle (Bachelor)	<input type="checkbox"/> Doctoral studies								
<input type="checkbox"/> 2 nd cycle (Masters)	<input type="checkbox"/> Summer school								
<input type="checkbox"/> 3 rd cycle (Postgraduate)									
Nature¹⁹	<table border="1"> <tbody> <tr> <td><input checked="" type="checkbox"/> Compulsory</td><td><input checked="" type="checkbox"/> New</td></tr> <tr> <td><input type="checkbox"/> Optional</td><td><input type="checkbox"/> Existing</td></tr> </tbody> </table>	<input checked="" type="checkbox"/> Compulsory	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Optional	<input type="checkbox"/> Existing				
<input checked="" type="checkbox"/> Compulsory	<input checked="" type="checkbox"/> New								
<input type="checkbox"/> Optional	<input type="checkbox"/> Existing								
Timing²⁰	<table border="1"> <tbody> <tr> <td><input checked="" type="checkbox"/> 1st year</td><td><input checked="" type="checkbox"/> 1st semester</td></tr> </tbody> </table>	<input checked="" type="checkbox"/> 1 st year	<input checked="" type="checkbox"/> 1 st semester						
<input checked="" type="checkbox"/> 1 st year	<input checked="" type="checkbox"/> 1 st semester								

¹⁷ Please indicate the number of hours per year and total over the 3-year duration of the project. This information must be consistent with the financial form.

¹⁸ e.g. Law, medicine, architecture etc.

¹⁹ Please select "new" to indicate the creation of an activity previously not offered at the institution and "existing" to indicate the renewal of an on-going activity, already being offered at the institution at the time of application.

<input checked="" type="checkbox"/> 2 nd year <input checked="" type="checkbox"/> 3 rd year	<input type="checkbox"/> 2 nd semester
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F.2.2. Specific Activity: DELIVERABLES

Please keep in mind that if your project is selected you will be required to create and maintain a website for the action.

Deliverable Nr.	1	
Title	Multiethnic education in European context	
Typology	<input checked="" type="checkbox"/> Didactic materials <input type="checkbox"/> Learning tools <input type="checkbox"/> Virtual platform <input type="checkbox"/> Website <input type="checkbox"/> Database	<input type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Books/Other academic publications <input type="checkbox"/> Paper-Brochure-Newsletter <input type="checkbox"/> Other (please specify):
Description	<p>The objective of the course support The course is the result of research that aims to know the peculiarities of education in multiethnic context, the role of teachers in shaping an open attitude of all for all things that mean the European Union. The material is actually a theoretical synthesis of the course with the same name and contains all the information that will be presented to students, structured in modules, according to the proposed topics</p> <p>Target groups Students (Social Sciences, Educational Sciences, Engeneering, Geography, Erasmus incoming students, ENP area incoming students, Human Resources); teachers, decision makers and civil society organizations.</p> <p>The structure of the course support</p> <ol style="list-style-type: none"> 1. Interethnic-multiethnic education in European context 2. Deontological aspects of training teachers for multiethnic schools 3. Models of teaching in multiethnic cultures 4. Didactic principles in multiethnic teaching 5. Curriculum educational în context multiethnic 6. Teaching strategies used in multiethnic schools 7. Interdisciplinarity. Transdisciplinarity 8. The role of intercultural education in preventing, softening or solving conflicts 9. The inclusion of children from different cultures in multiethnic schools 10. Educational borders? <p>Methodology of course support The course support will be entitled "Intercultural dialogue and national minorities at the Eastern border of the EU" and will be printed on paperback and in a user-friendly format. Furthermore, the applicant took into account the ICT technologies; hence each participant will have access on the online portal containing all necessary information, including the course support in an online version.</p>	
Impact	<p>The course is necessary to achieve project goals contributing to a better initial and continuous training of teachers (student-future graduates and teachers already in the workforce). We also believe that by sensitizing them about the way in which education takes place in the EU they will arrive to an awareness of all those involved in the act of education: children, parents, school managers, policy makers that support schools.</p> <p>The current didactic material will be printed in a user-friendly format and distributed at the beginning of each course during the three years of the project.</p>	
Language	Romanian and English	
N° of copies	43 in print format each year = 129 copies over the 3 years of the project	

²⁰ Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc..

Estimated Date of publication	March 2019 (first version), March 2020 (updated version), March 2021 (updated version)
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Deliverable Nr.	2	
Title	Intercultural dialogue and national minorities at the Eastern border of the EU	
Typology	<input checked="" type="checkbox"/> Didactic materials <input type="checkbox"/> Learning tools <input type="checkbox"/> Virtual platform <input type="checkbox"/> Website <input type="checkbox"/> Database	<input type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Books/Other academic publications <input type="checkbox"/> Paper-Brochure-Newsletter <input type="checkbox"/> Other (please specify):
Description	<p>The objective of the course support The present course support is a result of Research activity no. 2 and it will help the participants engage in a powerful learning activity through its multidisciplinary approach. This didactic material will serve as a theoretical common basis for the target group and will contain all the key concepts and information that will be presented during the lectures of the course called "Intercultural dialogue and national minorities at the Eastern border of the EU".</p> <p>Target groups Students (Social Sciences, Educational Sciences, Engineering, Geography, Erasmus incoming students, ENP area incoming students, Human Resources); teachers, decision makers and civil society organizations.</p> <p>The structure of the course support</p> <ul style="list-style-type: none"> • Diversity and intercultural dialogue at the European Union eastern border. Features of Eastern Europe • Dialogue amongst peoples; • Identity of ethnic groups – debate on ethnicity and nation • Ethnicity, nation and confession at the EU eastern border • Globalisation and religious fundamentalism at the EU eastern border • Intercultural dialogue and European integration; ethno-linguistic integration; • Intercultural dialogue and European law; intercultural education; mentality and integration; • European instruments and good neighbourhood policy; • Identity-community crises and typology of human groups; • Migration phenomenon and its impact on the EU demography policies • Minority and immigration at the eastern frontier of the EU • Communication management in regions with ethnic and religious tensions • Epistemology of European borders. • Ethnic and religious borders; • Cultural and social borders; • The Balkans. A border area <p>Methodology of course support The course support will be entitled "Intercultural dialogue and national minorities at the Eastern border of the EU" and will be printed on paperback and in a user-friendly format. Furthermore, the applicant took into account the ICT technologies; hence each participant will have access on the online portal containing all necessary information, including the course support in an online version.</p>	
Impact	The course support is necessary for the project's aims because it offers a syntactical presentation of the main themes of the training courses and will be used as a theoretical support for each lecture. Moreover, due to the contents of the course, the deliverable will contribute to stimulating the knowledge on the European integration process and will enhance the visibility of scientific resources and academic activities in	

	the field. The current didactic material will be printed in a user-friendly format and distributed at the beginning of each course during the three years of the project.
Language	Romanian and English
N° of copies	47 in print format each year = 141 copies over the 3 years of the project
Estimated Date of publication	March 2019 (first version), March 2020 (updated version), March 2021 (updated version)

Deliverable Nr.	3	
Title	Intercultural Communication and Social Integration in Europe	
Typology	<input checked="" type="checkbox"/> Didactic materials <input type="checkbox"/> Learning tools <input type="checkbox"/> Virtual platform <input type="checkbox"/> Website <input type="checkbox"/> Database	<input type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Books/Other academic publications <input type="checkbox"/> Paper-Brochure-Newsletter <input type="checkbox"/> Other (please specify):
Description	<p>The objective of the course support The course notes (course handbook) for the course "Intercultural Communication and Social Integration in Europe" has as main objective the implementation of the specializations of the Faculty of Social Sciences of the main concepts and theories of intercultural communication and social integration in the European Union. It also aims to outline a comparative perspective between studies carried out at the level of the European society and those carried out in Romania. Also this handbook aims to draw attention to the importance that the intercultural dialogue plays in the consolidation and development of the European Union. Through this ongoing support students from the Faculty of Social Sciences are to understand the forms in which knowledge about intercultural communication will contribute to the professional skills for which they are trained.</p> <p>Target groups Students (Educational Sciences, Social Assistance, Human Resources, Engineering, Geography); teachers, decision makers and civil society organizations.</p> <p>The structure of the course support</p> <ul style="list-style-type: none"> - Important concepts and definitions: communication, culture, intercultural communication, cultural intelligence, integration; - The theory of social integration in sociology and other social sciences; - The concepts of inter-cultural communication theory; - Cultural system in intercultural communication; - The aspects of power in intercultural communication; - The discernment of power in intercultural communications. Cultural presuppositions, cultural self-perception, cultural fix points; - Semiotics theory of communications; - Citizenship, globalization and communication: Meanings and theoretical stakes; - Citizenship and political communication; - Intercultural communication in everyday life: what are the practical concerns?; - Developing intercultural communicative competence: how to communicate effectively and appropriately; - Key factors that may cause misunderstanding in intercultural communication; - Aspects that contribute to successful communication; - How to develop intercultural communicative competence. <p>Methodology of course support The course notes (course handbook) will be titled „Intercultural Communication and Social Integration in Europe” and will be structured in two parts: the first part will include conceptual delimitations and theories of intercultural communication in the European Union, and aspects of the phenomenon of social integration. In the second</p>	

	<p>part there will be a thorough description of social research on intercultural communication and social integration, carried out at the EU level and in Romania.</p> <p>The course notes (course handbook) will be elaborated with a teaching scope and will include concise presentations accompanied by concrete examples, designed to facilitate the understanding of theories and general notions about intercultural communication and social integration in Europe.</p> <p>This course handbook will be elaborated in line with the proposed objectives and with the information acquired in the course of their project research for the course "Intercultural Communication and Social Integration in Europe".</p> <p>The course will be published electronically and distributed to all students who will study this subject matter. Also the course materials will be available on the website to be built as part of this project.</p>
Impact	<p>The course notes (handbook) will form the information background for the subject matter titled "Intercultural Communication and Social Integration in Europe". It will be used as a reference in the preparation and presentation of seminar topics. Also the information and the themes addressed by this training materials will be used in the events unfolded within the project (conference and round table). At the same time, the course notes (handbook) will contribute to the knowledge about the process of European integration and to the understanding of the importance of the intercultural dialogue within the development and evolution of the European social space.</p>
Language	Romanian and English
N° of copies	40 in print format each year = 120 copies over the 3 years of the project
Estimated Date of publication	March 2019 (first version), March 2020 (updated version), March 2021 (updated version)

Deliverable Nr.	4	
Title	The European Unification Process and the Construction of the European Identity	
Typology	<input checked="" type="checkbox"/> Didactic materials <input type="checkbox"/> Learning tools <input type="checkbox"/> Virtual platform <input type="checkbox"/> Website <input type="checkbox"/> Database	<input type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Books/Other academic publications <input type="checkbox"/> Paper-Brochure-Newsletter <input type="checkbox"/> Other (please specify):
Description	<p>The below presented course support is the result of Research Activity nr. 4. This course aims to analyse the process of the European Construction and the construction of a „European Identity”.</p> <p>The course is designed to orient students to the challenges and opportunities involved in understanding and communicating with people of different cultures, both domestically and internationally.</p> <p>The main result of the research activities are represented by the didactical materials. These materials will be edited also in hard copy and digital format, to have a greater impact by means of multiplication.</p> <p>All these materials will be posted on the project website, thus contributing to the dissemination and multiplication of the project findings to both the direct beneficiaries and to the indirect beneficiaries</p> <p>Target groups Students (Social Sciences, Educational Sciences, Engineering, Geography, Erasmus incoming students, ENP area incoming students, Human Resources); teachers, decision makers and civil society organizations.</p> <p>Structure of the course support:</p> <ol style="list-style-type: none"> 1. Methodologies, concepts and historiography on the European idea 2. History and evolution of the European Communities 3. Ten historic steps in the European Construction 4. Theories of European Integration 5. The process of European integration after the Second World War (1946 - 1951) 	

	6. The European Enlargement Process 7. European Union after Maastricht. The challenges of enlargement to Central and Eastern Europe 8. EU enlargement towards east and new challenges to security in the European space 9. European Neighborhood Policy 10. European Institutions 11. Cultural diversity and media pluralism in the EU 12. Global security and European identity 13. European Identity and Diversity in a globalised world 14. Identity of ethnic groups – debate on ethnicity and nation 15. Multiculturalism and diversity; globalisation and nationalism; 16. Ethnic and religious minorities and majorities. Stereotypes, prejudices and discrimination in Europe Methodology of course support The course support will be entitled " <i>The European Unification Process and the Construction of the European Identity</i> " and will be printed on paperback and in a user-friendly format. Furthermore, the applicant took into account the ICT technologies; hence each participant will have access on the online portal containing all necessary information, including the course support in an online version.
Impact	The impact on <i>academic environment</i> shall be quantified by experiences accumulated by the academic instructors and researches involved in the project. The transfer of the scientific results towards public institutions and civil society involved in the project will help developing policies and good practices in the area of strengthening the intercultural communication and the creation of the European Identity. By publishing and distributing the didactical materials, the project will have impact in other universities from EU and beyond, which will multiply the number of individuals that will be informed on the activity of the project. The digital format of the didactical materials will be accessible through the project website for universities and documentation centres in the EU, as well as to countries that are not members of the EU, in order to advertise the conclusions and experiences shared during these multicultural courses on an international level.
Language	Romanian and English
N° of copies	33 in print format each year = 99 copies over the 3 years of the project
Estimated Date of publication	October 2019 (first version), October 2020 (updated version), October 2021 (updated version)

Deliverable Nr.	5
Title	The Role of Intercultural Communication in Adaptation of Ethnic Groups to European Union Social Space
Typology	<div> <input type="checkbox"/> Didactic materials <input type="checkbox"/> CD-Rom/DVD </div> <div> <input type="checkbox"/> Learning tools <input checked="" type="checkbox"/> Books/Other academic publications </div> <div> <input type="checkbox"/> Virtual platform <input type="checkbox"/> Paper-Brochure-Newsletter </div> <div> <input type="checkbox"/> Website <input type="checkbox"/> Other (please specify): </div> <div> <input type="checkbox"/> Database </div>
Description	(Please attach table of content) The board of the publication will comprise specialists in different fields related to intercultural communication and European construction, from different countries coming from the European area. Methodologically , this book is developed as a material used as a guide for teachers, methodologists, school inspectors, but also for pupils and other interested persons, in the process of understanding and use information about European Union, intercultural communication, interethnic relations and learning to be a good European citizen. In the

	<p>production and dissemination of this volume it will be consider the following aspects:</p> <ol style="list-style-type: none"> 1. Stage of research - conducted both at local / regional and European level. The research includes both theoretical investigations on literature and applied practice teaching the EU in high schools. 2. The discussions during the conference - amending research reports by the rest of specialists attending the conference; 3. Drafting studies by specialists 4. Develop an integrated product by organizing collective volume on the proposed topics 5. Printing, distribution and indexing volume to be available to the parties involved and those interested to increase the visibility and multiplication of the project impact <p>The content of the volume is thought starting from the proposed methodology and it will cover the following topics:</p> <ol style="list-style-type: none"> 1. Minority and integration in the EU 2. Intercultural dialogue as an important social phenomenon for European Union 3. Collaboration and interethnic coexistence in European Union 4. European education in Romanian schools 5. Social values and multicultural education in Europe 6. Managing Interethnic Relations, social integration and European citizenship
Impact	<p>By publishing and distributing the volume comprising the conference proceedings, the project will have impact in other universities from EU and beyond, which will multiply the number of individuals that will be informed on the activity of the project (1000 persons).</p> <p>The volume of the conferences will be sent to universities and documentation centres in the EU, as well as to countries that are not members of the EU, in order to advertise the conclusions and experiences shared during these multicultural meetings on an international level.</p> <p>The points of view expressed by the participants to the conference and published in the volume will be used in ongoing doctoral theses in the field of European studies, or those that are to be proposed, at universities from both EU and non-EU countries.</p> <p>The proceedings of the conference will be sent to libraries of at least 100 universities from European Union, to all libraries belonging to the participants' universities or research institutes and to all libraries of partner universities, being indexed in Karlsruhe Virtual Catalog (KVK), as well as to countries that are not members of the EU, in order to advertise the conclusions and experiences shared during these meetings on an international level.</p> <p>The proceedings of the conference will be indexed in at least 3 international databases containing specialised literature for these materials to have a greater impact by means of multiplication.</p> <p>All these materials will be posted on the project website, thus contributing to the dissemination and multiplication of the project findings to both the direct beneficiaries and to the indirect beneficiaries.</p> <p>The impact on <i>academic environment</i> shall be quantified by experiences accumulated by the academic instructors and researches involved in the conference. The transfer of the scientific results towards <i>public institutions and civil society</i> involved in the project will help developing policies and good practices in the area of strenghtening the European integration process of minorities and persons involved in the migration process.</p>
Language	English
N° of copies	500
Estimated Date of publication	November 2019

Deliverable Nr.	6
Title	Guide to good practice regarding The Implementation of Intercultural Communication in the School Curriculum and Multi Ethnical Dialogue

Typology	<input type="checkbox"/> Didactic materials <input type="checkbox"/> Learning tools <input type="checkbox"/> Virtual platform <input type="checkbox"/> Website <input type="checkbox"/> Database	<input type="checkbox"/> CD-Rom/DVD <input checked="" type="checkbox"/> Books/Other academic publications <input type="checkbox"/> Paper-Brochure-Newsletter <input type="checkbox"/> Other (please specify):
Description	<p>(Please attach table of content)</p> <p>A very important stage of the proceedings held in May 2020 at the roundtable The Implementation of Intercultural Communication in the School Curriculum and Multi Ethnical Dialogue (Event No. 2) is the <u>establishment of a working group</u> composed of representatives of the University of Oradea, school inspectorates and methodologist teachers who will develop by the end of July 2020 a <i>Guide to good practice</i> regarding <i>The Implementation of Intercultural Communication in the School Curriculum and Multi Ethnical Dialogue</i>.</p> <p>Objectives of the this report refer to the learning EU and intercultural communication in schools are:</p> <ul style="list-style-type: none"> - To identify areas that address disciplinary issues about the EU and intercultural communication - Develop a paradigmatic model addressed in Romanian education regarding the EU - To make a synthesis of curricula about the EU, multi-ethnic and intercultural communication - To make a SWOT analysis of learning the EU in Romanian schools - Identify opportunities for integrated learning approach EU in schools <p>The content of this report will be structured on the following large chapters:</p> <ol style="list-style-type: none"> 1. Learning the EU and intercultural communication in school. Epistemological and conceptual approaches 2. Methodological approaches and sources of documentation 3. Areas that address learning the EU and intercultural communication in Romanian schools 4. Analysis of school curricula. Levels of Teaching Analysis. Training 5. Learning EU and intercultural communication at school as an integrated system 6. SWOT analysis of learning the EU, multi-ethnic and intercultural communication in Romanian schools 7. Conclusions 	
Impact	<p>The usefulness of this report lies in the need to consider the learning of the EU in school both on the disciplinary area as well as content or methodology. The report will allow new approaches and recommendations in improving curricula, and which is thought as paradigms in educational process at high school level. The report will be used throughout the project implementation and impact of the project will be calculated and through improvements to the present at the beginning of starting this project.</p> <p>Posting on the website and facebook will help increase visibility, to multiply and increase impact by transferring expertise by specialists, stakeholders, and the general public interested in learning the EU in the process of education at all levels.</p> <p>The volume will be sent to libraries of at least 40 universities from the European Union, to all libraries belonging to the participants' high schools, universities or research institutes, being indexed in Karlsruhe Virtual Catalog (KVK), as well as to countries that are not members of the EU, in order to advertise the conclusions and experiences shared during these multicultural meetings on an international level.</p> <p>The volume will be indexed in at least 3 international databases (SSOAR, SSRN, MPRA-RePEc) containing specialised literature for these materials to have a greater impact by means of multiplication.</p> <p>By publishing and distributing the volume comprising the final report, the project will have impact on all schools involved in the project and also in other universities from EU and beyond, which will multiply the number of individuals that will be informed on the activity of the project (1000 people).</p> <p>The volume will be sent to high schools, universities and documentation centres in the</p>	

	EU, as well as to countries that are not members of the EU, in order to advertise the conclusions and experiences shared during these multicultural meetings on an international level. The points of view expressed by the participants to the conference and published in the volume will be used in ongoing doctoral theses in the field of European studies, or those that are to be proposed, at universities from both EU and non-EU countries.
Language	English
N° of copies	500
Estimated Date of publication	September 2020

Deliverable Nr.	7
Title	Project webpage <i>The Role of Intercultural Communication in Adaptation of Ethnic Groups to European Union Social Space</i>
Typology	<div> <input type="checkbox"/> Didactic materials <input type="checkbox"/> CD-Rom/DVD </div> <div> <input type="checkbox"/> Learning tools <input type="checkbox"/> Books/Other academic publications </div> <div> <input type="checkbox"/> Virtual platform <input type="checkbox"/> Paper-Brochure-Newsletter </div> <div> <input checked="" type="checkbox"/> Website <input type="checkbox"/> Other (please specify): </div> <div> <input type="checkbox"/> Database </div>
Description	<p>(Please attach table of content)</p> <p>The project webpage appears as a necessity of communication between employees by direct and indirect beneficiaries, and to provide increasing the impact of the project and of result of multiplying business information. Also the webpage ensure transparency of the implementation of the project activities so that progress be made in a form as optimal.</p> <p>Based on these requirements we formulate and objectives of building this website:</p> <ul style="list-style-type: none"> - Building an efficient means of communication continues by providing a link between university environment, those implementing the project team and school inspectors, specialized pre-university teachers and methodists - Communicating with direct and indirect beneficiaries or target groups - Increased project impact through the multiplier effect due to the increased visibility of activities and results - Ensuring transparency in project implementation through publication on the website all relevant aspects from the period of student training and implementation of the project. <p>The content of the webpage starts from the need to ensure the achievement of these objectives, such information will be posted on:</p> <ol style="list-style-type: none"> 1. Architecture Project <ul style="list-style-type: none"> - Funding application - Motivation project - Objectives of the project - Implementation team - Target groups 2. The activities implemented (ad, posters, programs, photographs, etc.) 3. Results of the project 4. Publications 5. Expected impact 6. Other relevant information to increase visibility and good project activity
Impact	<p>Through the website project the impact will be multiplied with the visibility activities developed and posting products resulting from research, conferences and debates organized by the project.</p> <p>The website will be used as an information platform for the target groups, but also indirect beneficiaries, the civil society in general.</p>
Language	English
N° of copies	1 website
Estimated Date of publication	December 2018. It will be continuously updated along the three years.

Deliverable Nr.	8	
Title	Facebook page	
Typology	<input type="checkbox"/> Didactic materials <input type="checkbox"/> Learning tools <input type="checkbox"/> Virtual platform <input type="checkbox"/> Website <input type="checkbox"/> Database	<input type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Books/Other academic publications <input type="checkbox"/> Paper-Brochure-Newsletter <input checked="" type="checkbox"/> Other (please specify): social media
Description	<p>(Please attach table of content)</p> <p>Objective of the deliverable The Facebook Page will be an important instrument for spreading the information about the project's activities and events, the call for participants and useful information for those interested in the the subject. It is easily manageable for the target group and it has a friendly configuration for young and elder alike. It will also be a space for interactions between the persons involved in the project and other people, for different questions and answers about the activities or the outcomes. The Facebook platform is intended as a means of creating a dialogue space between participants, Centre's teachers, but also between the academic community and other social and professional categories.</p> <p>The needs for the deliverable Facebook page the will begin as an information centre, as part of the short-term impact and will aim to become an instrument and space for dialogue on EU studies inside and outside the academic community.</p> <p>Target group: Teachers; students; academics; public administrators; professional groups; civil society interested in this subject.</p>	
Impact	<p>The extensive diffusion of this network will assure a wide spread of the information posted there and access to a large, diverse (in matter of gender, age, nationality etc) audience in Romania and all over the world. Moreover, due to its special focus on EU affairs and the security of its border, it will contribute to stimulating the knowledge on the European integration process and enhance the visibility of scientific resources and academic activities in this field.</p> <p>The Facebook page aims to offer a permanent update of the projects activities, academic publications and also will facilitate an ongoing dialogue between the teaching staff, participants, involved decision-makers and other interested parties.</p>	
Language	English	
N° of copies	1 facebook page	
Estimated Date of publication	The page will be launched in September 2018 and it will be continuously updated along the three years.	

Deliverable Nr.	9	
Title	Database on EU, intercultural and multiethnic communication learning	
Typology	<input type="checkbox"/> Didactic materials <input type="checkbox"/> Learning tools <input type="checkbox"/> Virtual platform <input type="checkbox"/> Website <input checked="" type="checkbox"/> Database	<input type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Books/Other academic publications <input type="checkbox"/> Paper-Brochure-Newsletter <input type="checkbox"/> Other (please specify):
Description	<p>(Please attach table of content)</p> <p>Objective of the deliverable The current database provides information on the official legislation and main publications of the European Union regarding intercultural communication and multiethnic dialogue, which includes both legislation and best practices.</p>	

	<p>Contents of the database Minorities and majority in Europe; Multiethnic realities; Migration and Home Affairs: rules and procedures adopted by the European; Migration and integration; Intercultural communication in Europe; Inter-ethnic dialogue; Intercultural education; EU in schools; s.a.</p> <p>The needs for the deliverable The database aims to create a unique and generous source of information regarding the principal available information on border management in order to encourage a better cross-border cooperation in the area of interest.</p> <p>Target group Teachers; students; academics; public administrators; professional groups; civil society interested in this subject.</p>
Impact	<p>This database aims to increase the knowledge level and the accessibility of students and young professionals who want to develop research activities/get information regarding intercultural and multiethnic communication: journals, articles, books. Moreover, due to its special focus on EU affairs and the security of its social space, it will contribute to stimulating the knowledge on the European integration process and enhance the visibility of scientific resources and academic activities in this field.</p> <p>This database will be available on the webpage of the project and every person registered will have access to the information available online.</p>
Language	English
N° of copies	1 database
Estimated Date of publication	The database will be launched in September 2018 and it will be continuously updated along the three years.

F.2.3. Specific Activity: RESEARCH (if applicable)

Research Activity Nr.	1
Person in charge	Associate professor Karla Barth PhD
Title	Multiethnic education in European context
Description	<p>Objective of the research This research aims to achieve the following objectives: identifying intercultural differences and differences of achieving education to better understand the ways in which we can achieve integration of educational and social development of various minorities, the knowledge and understanding of various ways of education in European context, to identify key attitudes required of a teacher through which they become European teachers, finding practical solutions for avoiding and resolving conflict situations between minorities.</p> <p>The needs for the research The research is oriented towards elaborating a final document that will serve as didactic material for one of the teaching activities of the project. Therefore, the research will comprise both theoretical and empirical aspects on (draft research lines):</p> <ol style="list-style-type: none"> 1. Interethnic-multiethnic education in European context 2. Deontological aspects of training teachers for multiethnic schools 3. Models of teaching in multiethnic cultures 4. Didactic principles in multiethnic teaching 5. Curriculum educational în context multiethnic 6. Teaching strategies used in multiethnic schools 7. Interdisciplinarity. Transdisciplinarity 8. The role of intercultural education in preventing, softening or solving conflicts

	9. The inclusion of children from different cultures in multiethnic schools 10. Educational borders?
Methodology	The data will be collected during a desk research approach (document analyses based on consultations of a broad variety of sources, including relevant academic literature; information to be found on the websites of EU/national institutions, etc.). Consequently, these data will be analyzed qualitatively: the data will be encoded (selected, simplified and conceptualized) and presented (using several styles: quantitative, narrative, tabular and graphical) in order to develop and verify conclusions.
Impact	Through the present research we aim to find ways and appropriate solutions for achieving multicultural education in a European context where more and more people move around and are forced to adapt to conditions other than those with which they were accustomed. There is a common problem of integration of children in other educational environments, thus we believe that the solving process starts in schools, from the teachers who must be trained properly in this regard. The impact will be even greater as they transmit their information to children and parents and all those involved in the act of teaching.
Resulting publications	1 didactic material for 1 teaching course delivered within the project

Research Activity Nr.	2
Person in charge	Professor, Mircea Brie PhD
Title	Intercultural dialogue and national minorities at the Eastern border of the EU
Description	<p>Objective of the research The research has the aim to provide an analysis of the role of each culture in building the European identity; intercultural dialogue in Europe; the specificity of ethnic groups and migration; the types of migration and the effects of such phenomenon; demographic and public policies and the specificity of the internal and the external EU borders; the specific of eastern border from the point of view of ethnic and religious borders; the perception of demographic crises mechanisms and the effects of such a crisis on social security; the diversity and multiculturalism in Eastern Europe; the ways of dealing with conflicts, etc.</p> <p>The needs for the research The research is oriented towards elaborating a final document that will serve as didactic material for one of the teaching activities of the project. Therefore, the research will comprise both theoretical and empirical aspects on (draft research lines):</p> <ul style="list-style-type: none"> • Diversity and intercultural dialogue at the European Union eastern border. Features of Eastern Europe • Dialogue amongst peoples; • Identity of ethnic groups – debate on ethnicity and nation • Ethnicity, nation and confession at the EU eastern border • Globalisation and religious fundamentalism at the EU eastern border • Intercultural dialogue and European integration; ethno-linguistic integration; • Intercultural dialogue and European law; intercultural education; mentality and integration; • European instruments and good neighbourhood policy; • Identity-community crises and typology of human groups; • Migration phenomenon and its impact on the EU demography policies • Minority and immigration at the eastern frontier of the EU • Communication management in regions with ethnic and religious tensions • Epistemology of European borders. • Ethnic and religious borders;

	<ul style="list-style-type: none"> • Cultural and social borders; • The Balkans. A border area
Methodology	The methodology envisaged here is a qualitative one. The data will be collected during a desk research approach (document analyses based on consultations of a broad variety of sources, including relevant academic literature; information to be found on the websites of EU/national institutions, etc.). Consequently, these data will be analyzed qualitatively: the data will be encoded (selected, simplified and conceptualized) and presented (using several styles: quantitative, narrative, tabular and graphical) in order to develop and verify conclusions.
Impact	<p>The final result will emphasize: how differences in cultures affect European integration of minorities; the diverse border typologies, the European policy with border security and integration of minorities; practical solutions to resolve situations closely linked to migration, minority relationship management - mostly inter-ethnic and inter-confessional diversity; the particularities of different Eastern European countries, etc.</p> <p>The research activity contributes to the advancement of knowledge on European policies by:</p> <ul style="list-style-type: none"> • Filling in the gaps existing in the literature of speciality regarding the architecture of the European Union; • Disseminating (within the teaching sessions and organized events) the results of the research and making them publicly available for all those having an interest in EU intercultural communication and inter-ethnic relations (e.g. the students, teachers, specialists, decision makers and civil society organizations) and larger public, that can make use of the results of this current research in their intention to further develop this area.
Resulting publications	1 teaching material for 1 teaching course delivered within the project

Research Activity No.	3
Person in charge	Lecturer Dragoș Dărbăneanu, PhD
Title	Intercultural Communication and Social Integration in Europe
Description	<p>We propose that the research run within this project be oriented towards the theme of „Intercultural Communication and Social Integration in Europe”. Thus we intend to capture a series of features related to the manifestations of the phenomenon of intercultural communication. Research activities will be conducted throughout the semester in which the course „Intercultural Communication and Social Integration in Europe” will be taught. These activities will involve all students participating in the course. Research is planned on two dimensions: a theoretical and practical dimension. The <i>theoretical dimension</i> is geared to identify and study of bibliographic materials or specialized studies about multicultural communities in Europe and mechanisms for optimizing forms of intercultural communication. The <i>practical dimension</i> is the activity of gathering information about related ethnic groups interacting in the social space in Romania. Also, the development of this research and analysis that will arise from them will address a regional component, and also general components, referring to the European global society. The <i>regional component</i> focused on the forms of relationships established and conducted between multicultural communities in Romania, while the overall level of research have determine similarities and differences between the national specifics of intercultural communication and general characteristics identified in the European Union. For the construction of the European profile of intercultural communication we plan to ask for databases or research reports resulting from the studies like „European Social Survey”, „Eurobarometer” and other similar studies which may be accessed.</p> <p>The main scope of this research is to capture the particularities of the phenomenon</p>

	<p>of intercultural communication, to conduct a comparative analysis in relation to other parts of the EU, to highlight and analyze models of good practice in the field of intercultural communication.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Identifying the most suggestive theories related to social inclusion and intercultural communication at the level of the European space. - Identify research institutes that specialize in social studies globally in Europe and identifying the most suggestive research conducted, identifying the latest research and identifying the main issues addressed in studies conducted in recent years. - Conduct outreach activities to institutions that have the object of intercultural dialogue. Identify public institutions with departments oriented to this topic; - Data collection and research reports that can be obtained from various public and private institutions which deal with issues in the space of multicultural, intercultural communication and social integration - Description of the most common theoretical models in intercultural communication. <p>As a practical research objectives, „Intercultural Communication and Social Integration in Europe” must answer the next set of needs:</p> <ul style="list-style-type: none"> - Knowledge about the forms of manifestation of intercultural communication in Romania; - The need to identify models of good practice in relation to the forms of intercultural communication; - The need for awareness of the importance of intercultural communication in multiethnic communities din Romania. - The need to inform students about the role of intercultural communication in the evolution of the European Union; - The need to know and develop strategies for transmitting information about the European Union in University of Oradea.
Methodology	<p>The research „Intercultural Communication and Social Integration in Europe” is based on the literature in the field of intercultural communication, social integration and axiomatic rules that underpin the European social space. To achieve the objectives we consider the following steps:</p> <ul style="list-style-type: none"> - we will conduct theoretical research in the mentioned areas, given a universal dimension (facing the EU) and a regional dimension (which will consider the Romanian national space); - we will pursue a comparative analysis between theoretical approaches at intercultural communication and social integration in Romania; - identifying the most significant social field research conducted in the last seven years, which covers issues related to inter-ethnic and intercultural communication. In this case we differentiate researches made at EU level and those carried out in Romania. It will address mostly social studies conducted under EU auspices or public institutions. - Research reports and databases that could be accessed will be used for comparative analysis between the forms of intercultural communication in Romania and the emerging phenomenon in other parts of the EU.
Impact	<p>The final results of the research will provide ongoing support of the subject „Intercultural Communication and Social Integration in Europe” and will be used by students;</p> <p>At the level of knowledge, the course materials will disseminate information related to intercultural communication in the European Union;</p> <p>From the research we will have data and materials that could be used in future studies on intercultural communication in the European area, the importance of dialogue in multicultural social integration process or patterns of interethnic relations in the European Union;</p> <p>The data collected from the research will be used in the events of the project, specifically at the conference and round table.</p> <p>The information obtained will be distributed to institutions that will collaborate in conducting research, and other public or private institutions that may be interested in</p>

	materials and analyzes acquired; This research will ensure the quality of the course „Intercultural Communication and Social Integration in Europe”, providing both theoretical information and practical analysis to intercultural communication in the European Union.
Resulting publications	The research will develop a support course which will be published in electronic format.

Research Activity Nr.	4
Person in charge	Lecturer István Polgár, PhD
Title	The European Unification Process and the Construction of the European Identity
Description	<p>The research activity is based on:</p> <p>Objective of the research: The research has the aim to provide knowhow to understand the differences between national cultures from member states and how these affect the building of the European Identity and the integration of minorities. Also it will establish a ranking between the most relevant integration theories. The research activities in Romania with reference to minorities integration and migration phenomenon, with an emphasis to research conducted on traditional communities</p> <p>The needs for the research The research is oriented towards elaborating a final document that will serve as didactic material for one of the teaching activities of the project. Therefore, the research will comprise both theoretical and empirical aspects on (draft research lines):</p> <ol style="list-style-type: none"> 1. Methodologies, concepts and historiography on the European idea 2. History and evolution of the European Communities 3. Ten historic steps in the European Construction 4. Theories of European Integration 5. The process of European integration after the Second World War (1946 - 1951) 6. The European Enlargement Process 7. European Union after Maastricht. The challenges of enlargement to Central and Eastern Europe 8. EU enlargement towards east and new challenges to security in the European space 9. European Neighborhood Policy 10. European Institutions 11. Cultural diversity and media pluralism in the EU 12. Global security and European identity 13. European Identity and Diversity in a globalised world 14. Identity of ethnic groups – debate on ethnicity and nation 15. Multiculturalism and diversity; globalisation and nationalism; 16. Ethnic and religious minorities and majorities. Stereotypes, prejudices and discrimination in Europe
Methodology	<p>The research activity has an agenda of assignments which will support the didactical activities and events which are to be organized, leading eventually to the implementation of the project. All the research actions (research visits, participation at conferences) require financial support (accommodation, meals, transport and per diem) for a number of four professors.</p> <p>The planning of activities: the research visits will take place in November 2018 at the Romanian university libraries, February 2019, in Hungary, at the hungarian university libraries, and in May 2019 at other European university libraries;</p> <p>Participation at conferences, roundtables, debates in the country and abroad will be frequent over the course of the three years of the project. We will take part in at least two conferences a year;</p>

	Research of realities in Central and Eastern Europe referring to identity and integration. The phenomenon of the creation of the identity will be carried out through a field research of sociological and anthropological natures. The conclusions shall be brought to academic debate, and also to debates with public authorities and civil society on the occasion of the roundtable scheduled within this project for July 2019.
Impact	The impact of the research activities subsists in the professional experience accumulated by the direct beneficiaries (the four professors) which allows them to overcome the barriers of communication and information; the advantages of obtaining the research results by our partners by participating in their actions as invited guests and by the supply of edited materials which will result after the implementation of the project. Indirectly, other groups will benefit from this project, such as the rest of the teaching staff, researchers or specialists of cultural centres. The conclusions will be brought to academic debate and the public authorities will be able to identify and implement examples of good practice. The involvement of the civil society will bring an inclusive impact through multiplication and dissemination of the research findings within the minority communities
Resulting publications	1 edited didactic material for 1 teaching course delivered within the project

Research Activity No.	5
Person in charge	Karla Barth, Mircea Brie, Dragoș Dărăbăneanu, Istvan Polgar
Title	Problems and perspectives of adaptation of ethnic groups from the primary and secondary education to the European social space
Description	<p>The process of integration into the European Union is a complex phenomenon that beside the formal dimensions related to administration, economics and politics, involves a social dimension that underlies European integration as a durable social space. This dimension refers mainly to efforts made by the Romanians to join the attitudinal and behavioral models that define European citizenship. Behavioral and attitudinal expression of these models is mainly in the form of interactions with other ethnic and national groups, but also by knowing and accepting attributes that characterize a good citizen of Europe.</p> <p>The research community that we propose is made up by opinion makers who pursue their professional activities in areas with strong impact on the social environment. We intend to consider education institutions carrying out activities at primary and secondary school, the school inspectorate, and other administrative institutions, especially the town halls because they are heavily involved in administration spaces and educational activities.</p> <p>The research that we propose is divided into two directions of development, theoretical and applied. The <i>theoretical perspective</i> is built to documentation related to the specific ethnic groups and interethnic relations in the European Union. The <i>applied dimension</i> is gathering information on the establishment and development of relations between different ethnic groups of schoolchildren from primary and secondary schools.</p> <p>The main objectives of the research is to identify patterns of interethnic relations in primary and secondary students, trainers orientation towards activities designed to improve intercultural dialogue, promoting models of interethnic relations as forms of social behavior required in the European integration process.</p> <p>Other objectives of knowledge:</p> <ul style="list-style-type: none"> - Analysis of literature in the field of interethnic relations and social integration; - Theoretical analysis of the forms of manifestation of interethnic communication and the role of this phenomenon in social development; - Identification of studies and research on ethnic relations developed at EU level; - Advisory bibliographic study of the inter-ethnic dialogue in the European Union - Identify the role that regulation plays in the evolution and development of intercultural

	<p>dialogue the European Union;</p> <ul style="list-style-type: none"> - Determine the promotion of issues related to inter-ethnic relations at primary and secondary school - Identify patterns of interaction between different ethnic groups in schools to identify some communication barriers; - Develop strategies for positive guidance regarding the intercultural dialogue in primary and secondary education; - Construction of information strategies and implementation of good practice in the field of intercultural mutual relations at the level of primary and secondary students; - Develop a research report covering the specific issues of interethnic dialogue in schools, activities for opinion-formers in the regulation or monitoring of interethnic relations, the role of government institutions in regulating and monitoring ethnic relations at primary and secondary school. <p>Needs</p> <ul style="list-style-type: none"> - The research aims to regulate the interest of the opinion makers on monitoring intercultural dialogue; - Trainers in primary and secondary education must be informed and sensitized about the importance of intercultural dialogue in the construction of the European Union; - The research meets the needs related to the construction of concrete models of activities to support and implement good practices in inter-ethnic relationship; - Analyze and identify possible barriers to good relations between ethnic groups - It is necessary for the students at Education Sciences, Social and Human Resources to acquire knowledge in the field of interethnic relations as a good portion of them will become trainers in educational institutions, economic or administrative institutions. - Students project beneficiaries will gain professional skills required for the future operation of the employing institution as a part of European structures.
<p>Methodology</p>	<p>The construction of research methodology for „Problems and perspectives of adaptation of ethnic groups from the primary and secondary education to the European social space“ is performed in accordance with the stated objectives. The dimensions of knowledge of this research are geared towards a local component (trainers in primary and secondary education, representatives of government institutions, inspectorate etc) and toward a general level that seeks to identify models of good practice in the field of interethnic relations, manifested in European society. In agreement with these dimensions and objectives of the research we propose the following steps:</p> <ol style="list-style-type: none"> 1. Building a theoretical model containing information about interethnic relations, intercultural communication, multicultural education and European social space 2. Elaboration of a theoretical structure about social studies carried out at EU level in relations between ethnic groups, intercultural communication and social specificities of the European Union. This structure can be developed through research study at universities and university libraries in France, Hungary and Belgium by members of the research team 3. Development of a set of assumptions about the level of knowledge of students about ethnic relations, European citizenship and multicultural integration in the global society groups. 4. Composition of operational schemes to customize the following general concepts: European integration, ethnic relations, intercultural communication, European citizenship; 5. Development and testing of research tools that will be applied to opinion makers. Thus, we will elaborate an interview guide for conducting six group interviews which will be attended by school teachers, inspectors, representatives of public administration. Also, we will develop an observation protocol for recording data about the schools visited. 6. Four group interviews will be applied to as many schools with primary and secondary cycles and two group interviews will be applied in administrative institutions. 7. Each institutional visit will be complemented by applying an observation protocol

	<p>designed to complement the factual dimensions of the institutional environment.</p> <p>8. The research results will be used in seminars of the implemented modules to students of educational sciences, social and human resources.</p> <p>9. We will develop a first draft report to be completed after organizing a roundtable bringing together experts and representatives from the university, schools, administrative institutions, private institutions, school inspectorate and students.</p>
Impact	<p>The research results will be disseminated at the University of Oradea, County School Inspectorate, primary and secondary education schools in Bihor County, Bihor county municipalities which govern over state school of primary and secondary education, and the media. Thus we expect that the impact of research will include the following:</p> <ul style="list-style-type: none"> - Students of Engineering, Geography, Education Sciences, Social and Human Resources will benefit from a better knowledge about the European Union, strategies for best practice in relations between ethnic groups, ways of learning common European values in terms of intercultural communication, concrete aspects of interethnic relations schools; - Representatives of government institutions will be encouraged to place greater emphasis on monitoring and regulation of intercultural dialogue - The public will be informed about the role of intercultural communication in adapting ethnic groups to the European space. <p>Short term benefits:</p> <ul style="list-style-type: none"> - Courses and seminars conducted under the project - Information related to the problems and perspectives of intercultural dialogue in schools - Acquiring good practices related to intercultural dialogue in school environments - Implementation at administrative level of concerns for constant monitoring of intercultural dialogue in schools <p>Long term benefits:</p> <ul style="list-style-type: none"> - improvement of knowledge, attitudes and skills in EU integration and intercultural communication; - better sharing of results / experience and transfer of knowledge on EU integration in learning EU, with focus on the specifications required by the interethnic relations; - establishment of durable and / or extended partnerships between administrative institutions and schools; - foundations in connecting people of Europe; - development of transferable innovative products, methods and experiences in the field of lifelong learning. - By publishing and indexing the research results in international databases (SSOAR, SSRN, MPRA-RePEc) the impact will be multiplied not only on the direct beneficiaries but also on the indirect beneficiaries (specialists, researchers, professors, students, NGOs and international public authorities). - All issued materials and the research findings will be posted on the project webpage, multiplying thus the impact of scientific investigation (theoretical and applied).
Resulting publications	<ul style="list-style-type: none"> - Research report regarding <i>Problems and perspectives of adaptation of ethnic groups from the primary and secondary education to the European social space</i>. This report will be the starting point and analysis reference for the debates of the roundtable on <i>The Implementation of Intercultural Communication in the School Curriculum and Multi Ethnical Dialogue</i>

F.2.4. Specific Activity: EVENTS

Event Nr.	1
Title	The Role of Intercultural Communication in Adaptation of Ethnic Groups to

European Union Social Space	
Typology	<div> <input checked="" type="checkbox"/> Conference <input type="checkbox"/> Webinar <input type="checkbox"/> Workshop <input type="checkbox"/> Roundtable debate </div> <div> <input type="checkbox"/> Study visit <input type="checkbox"/> Promotional event <input type="checkbox"/> Other (please specify): </div>
Description	<p>The target group is made up of: university professors from University of Oradea, professional groups, researchers, representatives of regional school inspectorates, specialty professors, middle school teachers, primary school teachers, representatives of non-governmental structures, cultural centres, other stakeholders.</p> <p>Organizer: University of Oradea, Faculty of Social Sciences; Location: University of Oradea, Oradea, Romania Period: 12-14 April 2019</p> <p>Starting from the proposed theme, during the conference we will be organize debates about European integration, intercultural communication, ethnic relations and multicultural education. The analysis and conclusions of the conference will have as final objective the implementation needs of the information related to the European Union in the areas of networking and multicultural specificity of European citizens belonging to different ethnic groups. Considering the participants' professional fields, through this conference we will disseminate information and knowledge about the role that education plays for the multicultural and intercultural dialogue in the European integration process. By sharing experiences, the studies and the knowledge provided by the participants of intercultural dialogue is expected an accumulation of consistent information to guide different institutional environments (through those they represent) towards activities to promote European social values and models of good practice in the field of interethnic relations. At the same time, scientific discussions between participants will be moderated according to four directions of interest:</p> <ol style="list-style-type: none"> 1. Identifying possible problems or barriers in the European space of multicultural dialogue; 2. Description of failures found in the Romanian society on relations between different ethnic groups; 3. Proposed strategies to facilitate intercultural communication and to prevent any problems in interethnic relationship. 4. Submission of views and suggestions on strengthening effective models of implementation of European social values in educational institutions and other public and private institutions through training activities that can influence the formation of the European citizen. <p>Methodology: Distributing invitations to participate, the announcement of the conference on the project website and on other reference websites, the selection of participants, the organization of the conference, the monitoring of the selection process for articles, the publishing of articles and sending the volume.</p> <p>The conference will be organized on five workshops:</p> <ol style="list-style-type: none"> 1. Intercultural dialogue as a vital social phenomenon for the European Union 2. Collaboration and interethnic coexistence in the European Union 3. European education in schools in Romania 4. Social values and multicultural compatibility in Europe 5. Social integration and European citizenship <p>The conclusions from each workshop will be noted and subsequently processed to be included in the conference proceedings along with the conference attendees' studies and articles.</p> <p style="text-align: center;">SCHEDULE OF THE CONFERENCE</p> <p>25 February 2019 – deadline for application form (<u>title</u>, <u>abstracts</u> of papers and short <u>biography</u> of authors)</p> <p>10 March 2019– selection of the participants</p> <p>20 March 2019 – distribution of participants in the sessions</p>

<p align="center">01 April 2019- final confirmation of participants *****</p> <p align="center">The Preliminary Programme:</p> <p>Thursday, April 12th 2019 10⁰⁰ - 11⁰⁰– Arrival and registration of participants 11⁰⁰ - 13⁰⁰– The Official Opening of the Conference, Debates 13⁰⁰ - 15⁰⁰– Lunch break 15⁰⁰ - 19³⁰ – Presentation of research reports by the experts 20⁰⁰ - Cocktail</p> <p>Friday, April 13th 2019 9⁰⁰ – 12³⁰ – Workshops 12³⁰–14³⁰ – Lunch break 15⁰⁰ - 19³⁰ - Workshops 20⁰⁰ - Dinner</p> <p>Saturday, April 14th 2019 9⁰⁰ – 12³⁰ – Presentation of research reports by the experts 12³⁰– 14³⁰ – Lunch break 15⁰⁰ – 16³⁰ – Presentation of final conclusions 16³⁰ – Participants` departure</p>											
Impact	<p>The participants to the conferences (students, teachers, professionals, researchers) will be able to compare different experiences, to discuss the ways of removing communicational barriers, to analyse European integration of minorities. By publishing the volume (500 copies) comprising the proceedings of the conferences, the conclusions of the debates will be multiplied and the results will be amplified. There will also be a multiplying dissemination of information about the relationship between European ethnic groups, intercultural dialogue and cultural diversity. The proceedings of the conference will be sent to libraries of at least 100 universities from European Union, to all libraries belonging to the participants' universities or research institutes and to all libraries of partner universities, being indexed in Karlsruhe Virtual Catalog (KVK), as well as to countries that are not members of the EU, in order to advertise the conclusions and experiences shared during these conference.</p> <p>The proceedings of the conference will be indexed in at least 3 international databases containing specialised literature for these materials to have a greater impact by means of multiplication.</p> <p>Impact on academic environment shall be quantified by experiences accumulated by the academic instructors and researches involved in the conference. The transfer of the scientific results towards public institutions and civil society involved in the project will help developing policies and good practices in the area of strengthening the European integration process.</p>										
Host country	Romania										
Duration	3 days / 12 th , 13 th and 14 th of April 2019										
N° of participants	60										
Target group	<table border="0"> <tr> <td><input checked="" type="checkbox"/> Teachers</td> <td><input checked="" type="checkbox"/> Public administrators</td> </tr> <tr> <td><input checked="" type="checkbox"/> University students</td> <td><input checked="" type="checkbox"/> Professional groups</td> </tr> <tr> <td><input checked="" type="checkbox"/> Researchers</td> <td><input checked="" type="checkbox"/> Civil society representatives</td> </tr> <tr> <td><input type="checkbox"/> Postgraduate students</td> <td><input type="checkbox"/> General public</td> </tr> <tr> <td><input type="checkbox"/> Administrative and other non-teaching university staff</td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> Teachers	<input checked="" type="checkbox"/> Public administrators	<input checked="" type="checkbox"/> University students	<input checked="" type="checkbox"/> Professional groups	<input checked="" type="checkbox"/> Researchers	<input checked="" type="checkbox"/> Civil society representatives	<input type="checkbox"/> Postgraduate students	<input type="checkbox"/> General public	<input type="checkbox"/> Administrative and other non-teaching university staff	
<input checked="" type="checkbox"/> Teachers	<input checked="" type="checkbox"/> Public administrators										
<input checked="" type="checkbox"/> University students	<input checked="" type="checkbox"/> Professional groups										
<input checked="" type="checkbox"/> Researchers	<input checked="" type="checkbox"/> Civil society representatives										
<input type="checkbox"/> Postgraduate students	<input type="checkbox"/> General public										
<input type="checkbox"/> Administrative and other non-teaching university staff											

Timing ²¹	<input checked="" type="checkbox"/> 1 st year	<input type="checkbox"/> 1 st semester
	<input type="checkbox"/> 2 nd year	<input checked="" type="checkbox"/> 2 nd semester
	<input type="checkbox"/> 3 rd year	

Event Nr.	2	
Title	The Implementation of Intercultural Communication in the School Curriculum and Multi Ethnical Dialogue	
Typology	<input type="checkbox"/> Conference <input type="checkbox"/> Webinar <input type="checkbox"/> Workshop <input checked="" type="checkbox"/> Roundtable debate	<input type="checkbox"/> Study visit <input type="checkbox"/> Promotional event <input type="checkbox"/> Other (please specify):
Description	<p>(Please attach draft programme)</p> <p>The target group is made up of: university professors from University of Oradea and University of Debrecen, professional groups, researchers, representatives of regional school inspectorates, specialty professors (methodists), high school teachers, including stakeholders.</p> <p>Organizer: University of Oradea</p> <p>Location: University of Oradea, Oradea, Romania</p> <p>Period: 23-24 May 2020</p> <p>In the debates the following objectives will be promoted:</p> <ul style="list-style-type: none"> - analysis of the reaserch report regarding <i>Problems and perspectives of adaptation of ethnic groups from the primary and secondary education to the European social space</i> . - development of curricular proposals regarding the EU in school learning, particularly in the social promotion of European values by adapting European ethnic groups - Identifying good practices in the area - elaboration of a final report on <i>The Implementation of Intercultural Communication in the School Curriculum and Multi Ethnical Dialogue</i> <p>Needs: to be aware of the role of each actor participating in the project; to be informed about what to do and reach throughout the project implementation; to analyse mobilisation of all the necessary resources for successful project implementation; to consider the risk situations which may appear in project implementation.</p> <p>Methodology:</p> <p>The <u>premise</u> from which we start is that there is not a special and distinct school curriculum that addresses issues of intercultural communication and multiethnic dialogue.</p> <p>Parallel to the carrying out of a research about the <i>Problems and perspectives of adaptation of ethnic groups from the primary and secondary education to the European social space</i>, the implementation team of the project <u>will identify</u> curriculum areas and themes concerning the learning about the EU, the intercultural dialogue and inter-ethnic relations. Also in this period we will establish <u>direct contacts</u> with specialized school inspectors, teachers, methodists, representatives of public authorities who are directly involved in the educational process regarding the EU in school learning, intercultural communication and multiethnic dialogue respectively. In the next stage, these people and institutions <u>will be invited</u> to the debate. The invitation shall be accompanied by the research report on <i>Problems and perspectives of adaptation of ethnic groups from the primary and secondary education to the European social space</i>. During the debate the methodology is designed to <u>achieve objectives</u> using roundtable format, presentations, discussions, conceptual analysis. <u>Participants will formulate opinions, suggestions and recommendations</u> in the report mentioned above. A very important phase of the proceedings is to <u>form a working group</u> composed of representatives of experts from the University of Oradea, school inspectorates and methodist teachers who will develop by the end of July 2020 a <i>Good Practice Guide</i> regarding <i>The Implementation of</i></p>	

²¹ Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc..

	<p><i>Intercultural Communication in the School Curriculum and Multi Ethnical Dialogue.</i> This guide <u>will subsequently be posted on the website and on the Facebook page of the project.</u></p> <p style="text-align: right;">DRAFT PROGRAMME</p> <p style="text-align: center;">Debate roundtable: The Implementation of Intercultural Communication in the School Curriculum and Multi Ethnical Dialogue European Commission, Lifelong Learning Programme, Jean Monnet Programme University of Oradea</p> <p>Location: University of Oradea, Oradea, Romania Period: 23-24 October 2020</p> <p>Languages: English</p> <p style="text-align: center;">23 October 2020</p> <p>10,00-11,00 – Arrival and registration of participants 11,00-12,00 – Common Project Staff Meeting. Administrative and Technical Issues 12,00-13,00 - Presentation of research report regarding <i>Problems and perspectives of adaptation of ethnic groups from the primary and secondary education to the European social space</i> 14,00-16,00 – Lunch break 16,00-19,00 – Debates 20,00 - Dinner</p> <p style="text-align: center;">24 October 2020</p> <p>09,00-13,00 – Debates on school curriculum and status of learning the EU and intercultural communication in Romanian schools 13,00-15,00 – Lunch break 15,00-17,00 – Debates on the structure of <i>Guide of good practice</i> regarding <i>The Implementation of Intercultural Communication in the School Curriculum and Multi Ethnical Dialogue.</i> Formation of the working group that will develop this report and scheduling of drafting the report. 17,00-18,00 – Presentation of final conclusions 18,00-19,00 – Participants` departure</p>
Impact	<p>The participants to the roundtable (teachers, professionals, researchers) will be able to compare different experiences, to discuss the ways of promoting the learning of the EU and intercultural communication in schools, to analyse the learning of the European integration of minorities from the inter-ethnic mixte areas.</p> <p>It will make a direct contact between experts from academia and high school teachers, school inspectors and methodologists of specialty.</p> <p>The analysis of school curricula related to learning about the EU and intercultural communication will identify possibilities for involvement of specialists from universities in promoting European studies in pre-university schools in general.</p> <p>Drafting the report on the analysis of the current state of EU and intercultural communication learning in high schools will open the door for curriculum development by integrating specific elements of the inter-ethnic mixte areas or issues concerning minorities in this area from a European perspective.</p> <p>By publishing and indexing of the final report in international databases (SSOAR, SSRN, MPRA-RePEc) the impact will be multiplied not only on the direct beneficiaries but also on the indirect beneficiaries.</p> <p>Indirectly through school inspectors and methodology teachers, the teams will disseminate information at the level of pedagogical circles or to the specialized teachers.</p> <p>Impact on <i>academic environment</i> shall be quantified by exeriencies accumulated by the academic instructors and researches involved in the roundtable. The transfer of the scientific results towards <i>public institutions and civil society</i> involved in the project will help developing policies and good practicies in the area of strenghtening the European</p>

	integration process of minorities and persons involved in the teaching process of studying the EU and intercultural communication in schools. In the long run the debates will contribute to the stimulation of extended intercultural dialogue and qualitative improvement in learning EU and intercultural communication at school.	
Host country	Romania	
Duration	23-24 October 2020 (2 days)	
N° of participants	40	
Target group	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> University students <input checked="" type="checkbox"/> Researchers <input type="checkbox"/> Postgraduate students <input type="checkbox"/> Administrative and other non-teaching university staff	<input checked="" type="checkbox"/> Public administrators <input checked="" type="checkbox"/> Professional groups <input checked="" type="checkbox"/> Civil society representatives <input type="checkbox"/> General public
Timing ²²	<input type="checkbox"/> 1 st year <input checked="" type="checkbox"/> 2 nd year <input type="checkbox"/> 3 rd year	<input type="checkbox"/> 1 st semester <input checked="" type="checkbox"/> 2 nd semester

Event Nr.	3	
Title	Concluding conference <i>The European Union and intercultural education</i>	
Typology	<input checked="" type="checkbox"/> Conference <input type="checkbox"/> Webinar <input type="checkbox"/> Workshop <input type="checkbox"/> Roundtable debate	<input type="checkbox"/> Study visit <input type="checkbox"/> Promotional event <input type="checkbox"/> Other (please specify):
Description	<p>(Please attach draft programme)</p> <p>The target group is made up of: university professors from both inside and outside the EU, representatives of school inspectorates, specialty professors (methodologists) high school teachers, students and pupils, professional groups, researchers, and representatives within the civil society</p> <p>Organizer: University of Oradea</p> <p>Objectives:</p> <ul style="list-style-type: none"> - to give the audience a presentation of the run project in learning EU and intercultural communication at school; - to give an evaluation on performed activities, shared experiences / results and transferred good practices in learning EU and intercultural communication at school; - to propagate the outcomes, results, and products in learning EU and intercultural communication at school; - to present and distribute to participants the Guide in learning EU and intercultural communication at school; - to consider the action's short and long term benefits. <p>Needs:</p> <ul style="list-style-type: none"> - dissemination of the project's good practice; - stimulation of learning EU and intercultural communication at school from a European perspective; - meeting together in order to contribute to better inter-/trans-institutional and transnational cooperation. <p>Methodology wise, we propose the following stages: 1. the announcement of the conference on the project website and on other reference websites; 2. the selection of participants; 3. the organization of the conference; 4. Organizing a press conference.</p> <p>The conference will have <u>two main parts</u>:</p> <ol style="list-style-type: none"> 1. the analysis of the activities implemented under the project and impact on target groups, the direct and indirect beneficiaries. Includes presentation by the management team of the activities undertaken by the project, and the results that 	

²² Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc..

	<p>the project has had.</p> <p>2. the debates generate by the presentation of papers at the conference in the following sections:</p> <ul style="list-style-type: none"> - European Union. The new educational-cultural and identity challenges - Intercultural communication in education - Area border and minority issues - Dialogue and intercultural education <p style="text-align: right;">DRAFT PROGRAMME</p> <p style="text-align: center;">Conference: "The European Union and intercultural education"</p> <p style="text-align: center;">European Commission, Lifelong Learning Programme, Jean Monnet Programme University of Oradea</p> <p>Location: University of Oradea, Oradea, Romania Period: 22-23 May 2021</p> <p>Languages: English</p> <p style="text-align: center;">The Preliminary Programme:</p> <p style="text-align: right;">22 May 2021</p> <p>10,00-11,00 – Arrival and registration of participants 11,00-13,00 – The Official Opening of the Conference, Plenary session 13,00-15,00 – Lunch break 15,00-19,00 – Presentation of the project, of the implemented activities and of the impacts on the target groups 20,00 - Dinner</p> <p style="text-align: right;">23 May 2021</p> <p>09,00-12,00 – Workshops 12,00-14,00 – Lunch break 14,00-16,00 – Final conclusions. Press conference. 16,00-17,00 – Participants` departure</p>		
Impact	<p>The participants to the conferences (students, teachers, professionals, researchers) will be able to compare different experiences, to discuss the ways of removing communicational barriers, to analyse the various aspects of the EU and European integration of minorities. A special focus is given to the development of new methodological and conceptual paradigms regarding the learning of the EU and intercultural communication in schools.</p> <p>Impact on <i>academic environment</i> shall be quantified by experiences accumulated by the academic instructors and researches involved in the conference. The transfer of the scientific results towards <i>public institutions and civil society</i> involved in the project will help developing policies and good practices in the area of learning the EU and intercultural communication in schools and of promoting the European cultural values within the border areas where minorities are consistent.</p>		
Host country	Romania		
Duration	22-23 May 2021 (2 days)		
N° of participants	46		
Target group	<table border="0"> <tr> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> University students <input type="checkbox"/> Researchers <input type="checkbox"/> Postgraduate students <input type="checkbox"/> Administrative and other non-teaching university staff </td> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> Public administrators <input checked="" type="checkbox"/> Professional groups <input checked="" type="checkbox"/> Civil society representatives <input checked="" type="checkbox"/> General public </td> </tr> </table>	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> University students <input type="checkbox"/> Researchers <input type="checkbox"/> Postgraduate students <input type="checkbox"/> Administrative and other non-teaching university staff	<input checked="" type="checkbox"/> Public administrators <input checked="" type="checkbox"/> Professional groups <input checked="" type="checkbox"/> Civil society representatives <input checked="" type="checkbox"/> General public
<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> University students <input type="checkbox"/> Researchers <input type="checkbox"/> Postgraduate students <input type="checkbox"/> Administrative and other non-teaching university staff	<input checked="" type="checkbox"/> Public administrators <input checked="" type="checkbox"/> Professional groups <input checked="" type="checkbox"/> Civil society representatives <input checked="" type="checkbox"/> General public		

Timing ²³	<input type="checkbox"/> 1 st year	<input type="checkbox"/> 1 st semester
	<input type="checkbox"/> 2 nd year	<input checked="" type="checkbox"/> 2 nd semester
	<input checked="" type="checkbox"/> 3 rd year	

F.3.Methodology

Please define the working methodology proposed for achieving the proposal's objectives with special emphasis on the quality and detail of the planned teaching programme, research and/or debating activities and paying particular attention to pedagogical approach, multidisciplinary synergies and openness to civil society (Recommended 3000 characters).

The entire methodology of this project was envisaged in such a manner to be able to answer the necessity of accomplishing all proposed objectives and to answer the established priorities.

The first step needed for the implementation of this project is the establishment of a document for assignment planning, which will describe analytically the assignments of the project coordinator and the three professors involved, the work schedule, the time limits and the work methodology. This document will be written by the project coordinator, who will constantly follow the fulfilment of assignments within the project, monitor the progress of the project as well as handle the financial management. The communication between the professors, who are a part of the project, the target-groups (students, teacher, specialists, etc.), local public authorities, partners from the civil society and mass-media is extremely important.

We propose the following work methodology, composed from 10 steps:

1. Teaching: introduction of four training modules on intercultural communication, relations between ethnic groups, European education and general aspects of the European Union;

The four courses, introduced within the curriculum, is addressed primarily to students of the University of Oradea and Erasmus students arrived in Oradea, and will be held in the classical system of 2 hours of lecture and one seminar per week. The selection of students is made so as to meet the priority to implement the project by involving students studying in fields other than those being automatically into contact with European integration studies.

The course hours will offer the students the theoretical basis, the informative basis they need to prepare for the seminars. During the seminars, the didactical methods which will be used most frequently are the debate, the systematization of the information from case studies, PowerPoint presentations as seminar projects presented by the students. The seminar will not only establish the information from the course in the students' general knowledge, but it will also develop the students' interest for the general subject of the course thanks to the special interest, through the case study they will present at the seminar.

2. Research: organization of research in order to identify new prospects to promote excellence in teaching and research of the EU, namely the adaptation of European ethnic groups to the European social space; The research activity has an agenda of assignments which will support the didactical activities and events which are to be organized, leading eventually to the implementation of the project. All the research actions (research visits, participation at conferences) require financial support (accommodation, meals, transport and per diem) for a number of four professors.

3. organization of events: an international conference, a roundtable (with a specific theme in European national education reform, focusing on inter-ethnic and intercultural education) and a concluding conference; the three events (conferences and roundtable), which we will organize, will create the possibility of a face-to-face dialogue between future teachers, bureaucrats and experts. The direct involvement of public authorities, of some NGOs, and the religious organizations of minority communities, the project aims to transfer benefits to civil society groups. The debates during the proposed events are multidisciplinary due to the specific and diversity of the topics approached.

Two volumes will be published after the two planned events (international conference & roundtable). These results will constitute the capitalization of these debates and it will become an important support for students in the preparation of seminars and in-depth studies of the courses.

4. a project web page;

The creation of the website will create the possibility of disseminating the information to the indirect beneficiaries.

5. a project facebook page;

The creation of a facebook page will create a faster and a more efficient possibility of disseminating the information between the students (main target group).

²³ Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc..

6. there will be a database containing scientific publications on dialogue and intercultural education, namely inter-ethnic relations.
7. the production and publication of teaching materials and syntheses of research / conference proceedings in order to develop an integrated education in the learning of EU in school, and intercultural communication and adaptation of ethnic groups to the European social space;
8. dissemination of publications to all parties involved, namely those concerned, including the public libraries, in order to be offered to the civil society;;
the proceeding of the conference and the roundtable will be sent to libraries of at least 30 universities from European Union, to all libraries belonging to the participants' universities or research institutes and to all libraries of partner universities, being indexed in Karlsruhe Virtual Catalog (KVK);
9. Indexing at least 3 publications in international databases;
the proceedings of the conference and the roundtable will be indexed in at least 3 international databases containing specialised literature in order for these proceedings to have a greater impact through multiplication.
10. controlling and monitoring the project implementation.
The Module will also cover the synergy with other programmes. It will also generate flexibility and mobility of young specialists by providing a high standard of education in the field.

PART G - Impact, dissemination and exploitation

G.1. Expected impact of the project

Please describe how the target groups will be reached and involved during the lifetime of the project and how the action will benefit the target groups within the host institution and at local, regional, national and or European level. How will the project contribute to stimulating knowledge on the European integration process and to enhancing the visibility of scientific resources and academic activities in this field? (Recommended 3000 characters).

The project identifies very well the target groups (students in Engineering, Geography, Social Sciences, Educational Sciences, Human Resources, Erasmus incoming students, ENP area incoming students, researchers in the field of intercultural dialogue and communication, European integration, social assistance, interethnic and interreligious relations, neighbourhood policy and explains how the proposed objectives respond to their needs.

- a new curricula will be elaborated for the specializations of the Faculty of social Sciences, which will include 4 courses:

1. Multiethnic education in European context;
2. Intercultural dialogue and national minorities at the Eastern border of the EU;
3. Intercultural Communication and Social Integration in Europe;
4. The European Unification Process and the Construction of the European Identity

Direct beneficiaries:

- Participants to module courses: 489 BA and MA students within the fields of Social Sciences, Educational Sciences, Human Resources, Erasmus incoming students
- Participants to scientific events (conference and roundtable):
 - 60 participants from several European (EU and non-EU) countries to the conference entitled – *The role of intercultural communication in the adaptation of the ethnic groups in the European social space*
 - 40 participants to the roundtable on *The Implementation of Intercultural Communication in the School Curriculum and Multi Ethnic Dialogue*
 - 46 participants to the Concluding conference ***The European Union and intercultural education***

- 4 courses will be prepared and published electronically / CD, and posted on the project website
- a minimum number of 163 students will attend these courses annually

After organizing the conference *The Role of Intercultural Communication in Adaptation of Ethnic Groups to European Union Social Space* (with 60 participants, including 25 non-local ones) the conference proceedings will be published in 500 copies, which will be disseminated to at least 100 European libraries from the first year of its release.

After conducting the roundtable *The Implementation of Intercultural Communication in the School*

Curriculum and Multi Ethnical Dialogue (40 participants), with the participation of specialists and educators/instructors from primary, secondary and tertiary education, representatives of local authorities, methodist inspectors, representatives of the civil society, we will elaborate a guide of good practice on intercultural education, inter-ethnic and learning about the EU in general

Other results:

- an online database with at least 3.000 publications about intercultural dialogue and inter-ethnic relation in Europe;
- one webpage
- one facebook page

Indirect beneficiaries: - local communities and the representatives of institutions from the city, region, and groups within the civil society, teaching staff, professionals, mass-media representatives, etc. from Romania and other countries

The impact on the target groups is calculated on both short term and long term. There are both direct beneficiaries (163 students/year participants to the courses, particularly students who know neither the specific nor the particularities of different cultures in Europe; 100 to conference and roundtable attendants; 46 to Concluding conference) and indirect beneficiaries (bureacrats, employees of NGOs and public institutions, teaching staff, professionals, mass-media representatives). There are indicators measuring the impact and there are specifications concerning the starting point to calculate these indicators.

The proposal also includes the means of disseminating the results. All these elements support the obvious contribution of the proposed project to reach the objectives of the Erasmus+ Programme and the envisaged Community policies.

Indexes measuring the impact and outputs of the Module are the following:

1. Quantitative indicators: the number of students – by level of studies/specialisation – attending the lectures, and the number of successful students; the number of persons from different environments participating to the conferences; the number of visitors on the project website, where information on the module activities will be posted.
2. Qualitative indicators: periodical assessment of the knowledge acquired by the attendants; the quality of students' deliveries; the quality and originality of the projects and researches carried out by the students throughout the semester; the quality of the publications (number of collaborating authors/number of quotation/number of reviews).

Impact on students: attending the courses shall be both qualitative and quantitative. The knowledge and experiences accumulated in the field of European integration and intercultural communication/dialogue generate in time public policies and civil society actions to strengthen dialogue and cooperation between communities. Subsequent events of this topic will involve many graduates of these courses in an attempt to strengthen the expertise gained.

Impact on institution: shall be direct and generating institutional expertise. University of Oradea libraries involved will be enriched with materials published after the two events organized by the project. The organization of these events will generate channeling research directions in the field of European integration and intercultural communication/dialogue in the university.

The impact will be greater on the involved public institutions and NGOs by involving their personnel in the project activities and by coming into contact with specialists from other European states within the same field of interest.

The impact on the academic environment: will result in experiences accumulated by the academic instructors and researchers involved in the project activities, especially the conference and the roundtable meeting further to which specialty papers will be elaborated to enrich the academic pool of knowledge.

The transfer of scientific towards the public institutions and civil society - the project will contribute to the development of policies and best practices in the area of strengthening the European integration and intercultural communication/dialogue and persons involved in the intercultural dialogue.

Through participation in the project of the Erasmus students coming to Oradea, of participants to the conference and roundtable coming from various European countries, and through the publication and indexing the project results in at least 3 international databases containing specialised literature and reference to numerous European university libraries, and through multiplication, the project will generate an *impact at European level*. This impact is meant to be even greater as we propose that an important part of the materials to be published provide expertise on European integration and intercultural communication/dialogue (very topical issue not only locally and regionally but also at European level).

All the findings of the project will be posted on the website and facebook page and be made available to beneficiaries and to the civil society. The impact will be multiplied by distributing publications and indexing the publications in international databases. By proposing models of good practice, the project will contribute to the development of an integrated education about the EU's adaptation of ethnic groups to the social space, intercultural dialogue, both at the University of Oradea, and at regional, national and European levels.

The proposal also seeks to achieve and involve in its activities young researchers specializing in EU studies to deepen their understanding on this area and also to reach researchers in complementary fields.

G.2. Dissemination and exploitation strategy

How will the dissemination be organised and how will exploitation activities ensure optimal use of the results within the project's lifetime and after? How will exploitation activities ensure optimal use of the results in terms of teaching activities and/or research and debating outputs both within and outside the host institution? To what extent have open educational resources been used to reach a wider public? (Recommended 3000 characters).

Our overall plan for dissemination and exploitation of results is preceded by a secondary component of promotion and raising awareness, through which we intend to draw attention to the need and usefulness of project implementation. The action addresses target groups of both direct and indirect beneficiaries, and the media, public authorities and civil society.

- **Dissemination:** a planned process through which we aim to deliver project results to directly and indirectly involved default key actors in the project, and transfer to academia, public authorities and civil society

- **Exploitation** consists of a procedure to transfer scientific results towards public institutions and civil society so that the project will contribute to the development of policies and best practices to strengthen European integration and intercultural communication/dialogue. This component includes a procedure for multiplying the results by transferring them to other academia and thereafter be taken and converted into practical and theoretical models used, adopted and implemented at local and regional, national and European levels.

The dissemination and the exploitation of results will be made over the entire course of the project, according to the dissemination strategy initially established by the project coordinator.

The first step is to identify the parties interested in the results of the project, in this case the students (Romanian and foreign students – attending masters programs either with scholarships or on their own or Erasmus students), professors (within the Faculty of Human and Social Science, but also other colleagues in the Romanian and EU universities), the researchers and experts in the field of the project, specialists of research centres, local cultural communities, etc.

The dissemination of information towards the direct beneficiaries will be made at courses, in the case of students, or at the organized events, namely the conference and roundtable. This type of dissemination will take precedent in the case of our project.

The next step of dissemination towards this category of beneficiaries, which includes also professors, students, researchers and experts in the field of the project, specialists of research centres, local cultural communities, representatives of public institutions and civil societies is to grant access to the products obtained after the implementation of the project, in the case of books resulted from the two events. The participation of representatives of the civil society, the carrying out of certain activities within NGOs dealing with integration of minorities shall contribute to a transfer of information both ways: from the specialists to the civil society, and from the civil society to the specialists. This fact, through dissemination and multiplication of the expertise accumulated through publications, experiences posted on the website, and through mass-media, shall lead to the transfer of information between direct beneficiaries and also from the direct beneficiaries to the indirect beneficiaries.

The dissemination of results to indirect beneficiaries will be made through the distribution of books to the universities and cultural institutions in the country and in the EU. The dissemination will be made also through the project website which will feature information relevant to all the beneficiaries of the project (direct or indirect) regarding the project: courses, events, books, research activities.

Distributing the results of the events:

- the proceeding of the conference and the roundtable will be sent to libraries of at least 30 universities from European Union, to all libraries belonging to the participants' universities or research institutes and to all libraries of partner universities, being indexed in Karlsruhe Virtual Catalog (KVK);

- the proceedings of the conference and the roundtable will be indexed in at least 3 international databases containing specialised literature in order for these proceedings to have a greater impact through multiplication.
- by organising press conferences before the events, local community will be informed on the guests and topic debates, which will improve the level of European political culture of civil society in general and, hopefully, a better participation of the Romanians to the local, national and European public and political life;
- Multiplying and disseminating information in several EU and non-EU Member States universities by sending the results of the roundtable.

G.3. Quality control and Monitoring

Please describe the mechanisms that will be put in place to ensure the quality of the project and how an evaluation of the outcomes of the teaching activities will be carried out (Recommended 3000 characters).

The first step needed for the implementation of this project is the establishment of a document for assignment planning, which will describe analytically the assignments of the project coordinator and the three professors involved, the work schedule, the time limits and the work methodology. The leader of the module and the staff members will monitor all the activities and assure that they are implemented as previously planned.

The mechanisms that will ensure the project quality will involve different steps of evaluation, which will enable the project management team to improve the quality of the activities (events, deliverables and teaching activities) every year.

Furthermore, at the end of each course, we will ask the participants for feedback through a questionnaire. This will allow us to evaluate the quality of the training courses (how the information and teaching methods enable participants to achieve useful knowledge) and training organisation (activities' schedule, coffee breaks, free time, logistics).

The evaluation of the outcomes of the teaching activities will be carried out in different ways, according to their type:

a) The main quantity indicators of the impact are the following: number of courses introduced in the curricula (4 courses); number of persons attending the courses (163 students/year); 85% promovability of exams checking knowledge and skills gained; 3 international scientific events organized (an international conference, a roundtable discussion and a final conference); 146 participants in the three events; 2 volumes of studies and articles published; degree of improving the outputs by disseminating the information relating to the course; degree of penetration of information on the level of the target group (direct and indirect beneficiaries); 1 website; 1 facebook page ; 1 database ; 3 actions of quality control and monitoring of the module (for each academic year). Quality assurance mechanism therefore requires regular monitoring of project implementation stage and evaluating the results obtained in the course of activities programmed by achievement all of the above.

b) The way that the activities are carried out is evaluated by participants that will complete two evaluation questionnaires: one regarding the teaching activity and another regarding the organization of the activities by the project's team.

c) The website will have a separate section where the participants will be able to post improvement recommendations and a feedback evaluation of the learning tools, of the course supports and other materials hosted by it.

d) an evaluation of educational activities will be consistent with student assessment, namely the knowledge and expertise gained over the course. At the end of didactic activity, teams of students will have to present a research project about theme focused on specific subjects. The student evaluation will be a cumulative one, based on the previously state learning objectives and the accumulation level of theoretical knowledge, competences and practical and transversal abilities will be followed. For this, an evaluation grid for the research projects will be created, based on the following criteria: the quality of the research; the management and presentation of the project; the student activity at the seminars.

PART H. Curriculum Vitae and full list of publications

The template provided must be completed by each key staff member²⁴. Please use one table per key staff member and add as many tables as required (by copying and pasting the template table). You should ensure that the information provided here is coherent with the Excel Budget form.

Please note that as submission size limitations are very specific (maximum 5 MB for the application e-Form and all its attachments), you are asked **not to include photographs or graphics** in the model curriculum.

1. PERSON RESPONSIBLE FOR THE PROPOSED ACTIVITY (Chair holder or academic coordinator): module leader			
Title	University Professor	First name	Karla
Surname	Barth		Mandatory <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
Department	Educational Sciences		
Position/Grade/Category	Dean/ Associate professor		
PhD Title	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Accredited to supervise doctoral theses?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address	Universitatii street, no. 1		
Postcode	410087	City	Oradea
Country	Romania		
Telephone 1	++ / 40 259 408766		Telephone 2 ++ /40 721 079294
Fax	++ /40 259 467642		Website http://www.socioumane.ro/
Email	karlapeterbarth@gmail.com		

EDUCATIONAL BACKGROUND:
<ul style="list-style-type: none"> 2012 PhD in Educational Sciences, Babes Bolyai University Cluj Napoca, Theme: Interventional programs for children with learning disabilities 2004 BA in Educational Sciences at University "Babeş-Bolyai" Cluj-Napoca, Romania, Faculty of Psychology and Educational Sciences. Dissertation thesis sustained in 2004 2001 in Psychology, University of Oradea, Romania <p>Other educational activities</p> <ul style="list-style-type: none"> 1992 – 1997 High School "Iosif Vulcan College" Oradea
WORK EXPERIENCE:
<p>2001-2007 – psychologist, speech therapist at Bihor County School Inspectorate (Special School Nr1, Special School nr 2 Oradea)</p> <p>2007-present – university professor at University of Oradea, Faculty of Social and Humanistic Sciences, Department of Educational Sciences</p>
PUBLICATIONS:
<ul style="list-style-type: none"> Peter, K., (2014), <i>Language disorders in children with mental deficiency</i>, in The 6th International Conference Edu World 2014 "Education Facing Contemporary World Issues", 7th - 9th November 2014 Bradea, A., Peter, K., (2014), <i>The specific of education in cross-border schools</i>, in the volume of The International Scientific Conference "Communication, context, interdisciplinarity", 3rd Edition, Tirgu Mures, http://www.upm.ro/ccci3 Peter, K., Banciu,V., (2013), <i>Game Using in the Language Education Activities of Children with Mild and Moderate Mental Disabilities</i>, în volumul Conferinței ICMEI 2013, Copenhaga 18-19 mai 2013, International Journal of Information and education technology, vol.3 (3)393-396, ISSN 2010/3689, DOI:107763/IJiet 2013.V3.305, indexată în the e-Journal (No 326) of Scienecnet.cn, Scienecnet.cn., http://www.scientific.net/conference-958=2,5, http://www.ijiet.org Banciu, V., Peter, K., Goia, M., (2013), <i>Student's choice of optional disciplines: knowledge or accident?</i>, The 7th International Technology, Education and Development Conference held in Valencia, Spain, 4th -6th of March 2013 (INTED 2013), proceedings cd ISBN 978-84-616-2661-8, http://library.iated.org/publications/ICERI2013 Banciu, V., Peter, K., (2013), <i>Drama in class</i>, în ICERI 2013 PROCEEDINGS, International Conference of Education,

²⁴The assessment of the quality of the project team (award criterion) will be based on the information provided in this section. Please identify key staff/team members carefully and complete a template for each individual.

research and Innovation, Seville, Spain, ISBN 978-84-616-3847-5, indexat în IATED Digital Library, Google Scholar, pag. 2166-2176-ICI, the e-Journal (No 326) of Sciencenet.cn, Sciencenet.cn., <http://www.scientific.net/conference-958=2,5>, <http://www.ijiet.org>

- Banciu, V., **Peter, K.**, (2013), *The teacher. Educator and assessor*, în ICERI 2013 PROCEEDINGS, International Conference of Education, research and Innovation, Seville, Spain, ISBN 978-84-616-3847-5, indexat în IATED Digital Library, Google Scholar, pag. 2227-2233, the e-Journal (No 326) of Sciencenet.cn, Sciencenet.cn., <http://www.scientific.net/conference-958=2,5>, <http://www.ijiet.org>
- **Barth, K.**, Florescu, M.C, (2016), *The Management of learning difficulties in classroom*, in The 7th International Conference Edu World 2016 "Education Facing Contemporary World Issues", 4th - 5th November 2016, University of Pitesti Publishing House, Pitesti, ISSN 1844-6272
- **Peter, K.**, Chiş, V., (2012), *Learning disabilities through a program that is based Sindelar method*, in Studia Universitatis Babeş-Bolyai: Psychologia-Paedagogia, Volume 57 (LVII) Nr.2/ December 2012, ISSN (print): 1221-8111 ISSN (online): 2065-9431, ISSN-L: 1221-8111, indexată BDI <http://www.ebscohost.com>, B+ cod CNCSIS 527, pp 63-75/142
- **Peter, K., Banciu, V.**, (2013), *Student's choice of optional subjects in European Studies*, in International Journal of Education and Psychology in the Community, Volume 3/1/2013, ISSN-2069-4695, indexata BDI în Index Copernicus Journal Master List, Central and Eastern European Online Library, ProQuest, EBSCO (www.ceeol.com)
- Bradea, A., **Peter, K.**, (2014), *The role of optional disciplines in forming and developing transversal competences – a case of Romania*, in Problems of Education in the 21 st Century, Scientific Methodical Center, "scientia Educologica", Lithuania, The Associated Member of Lithuanian Scientific Society, European Society for the History of Science (ESHS) and ICASE (International Council of Associations for Science Education)
- **Peter K.**, Bradea, A., (2015), *Counterbalancing language disorders of primary school pupils by role playing*, Romanian Journal of School Psychology, Volume 8, nr.16/ 2015, ISSN 2248-244X, ISSN-L 2248-244X, indexată în Central and Eastern European Online Library; Index Copernicus International (ICV: 5.8), SCPIO, and EBSCO (Education Source Collection)
- **Peter, K.**, (2013), *Using role play in compensation learning difficulties in young schoolchildren*, in Conference Proceedings, The Jubilee International Conference „50 th Anniversary of St.Cyril and St.Methodius University of Veliko Turnovo”, Bulgaria.
- **Peter, K.**, Coturbaş, L., Perţe, A., (2012), *The impact of counseling activities on the integration of children with learning difficulties in peer group*, în Romanian Journal of School Psychology, Volume 5 number 10/December 2012, ISSN 2248-244X, ISSN-L 2248-244X, indexată BDI de Central and Eastern European Online Library (www.ceeol.com.aspx/publicationlist.aspx)
- **Peter, K.**, Coturbaş, L., (2012), *The development of inter-modal perception in the case of children with learning difficulties*, în Romanian Journal of School Psychology, Volume 5 number 9/June 2012, ISSN 2248-244X, ISSN-L 2248-244X, indexată BDI de Central and Eastern European Online Library (www.ceeol.com.aspx/publicationlist.aspx)
- **Peter, K.**, Florescu, C., (2014), *Speech therapy management: where is it heading*, în Romanian Journal of School Psychology, Volume 5 number /December 2014, ISSN 2248-244X, ISSN-L 2248-244X, indexată BDI de Central and Eastern European Online Library (www.ceeol.com.aspx/publicationlist.aspx)
- **Peter, K.**, Banciu, V., (2014), *Children with learning difficulties, a challenge for teachers*, în INTED 2014 PROCEEDINGS, 8th International Technology, Education and Development Conference, Valencia, Spain, ISBN 978-84-616-8412-0, indexat in IATED Digital Library, Google Scholar, pag.2402-2410
- Banciu, V., **Peter, K.**, (2014), *Developing communication through educational games with preschoolers*, în INTED 2014 PROCEEDINGS, 8th International Technology, Education and Development Conference, Valencia, Spain, ISBN 978-84-616-8412-0, indexat în IATED Digital Library, Google Scholar, pag.2469-2477
- **Peter, K.**, (2010), *Intercultural implications in school integration of children with disabilities*, in *The Aproach of Interculturality in multiethnic education*, HURO/0801/124, Editura Universităţii din Oradea, Oradea, ISBN 978-606-10-0348-8

ADDITIONAL INFORMATION:

Other educational activities

- Foreign languages - English: advanced level; French: medium level, Hungarian: advanced level.

Relevant research projects

Program / Project	Position	Period
DIDACT Practica pentru tranziția de la educație la viața activă în domeniul Științelor Educației”, <i>Collaboration for Equality of Chances in Multiethnic Cross-border Education</i>	Project manager	POSDRU/161/2.1/G/133169
	Assistant manager	HU-RO 2007-2013
Cursuri accesibile pentru studenții nevăzători	Research team member	Orange Romania
Starting early to make a better life for	Trainer	Comenius project 2007-2009

children with special needs

Effective Communication in a European
Context, Scarborough, Great Britain

participant

Comenius 2.2.c./2006

2. PERSON RESPONSIBLE FOR THE PROPOSED ACTIVITY (Chair holder or academic coordinator): member of the teaching staff			
Title	Professor, PhD	First name	Mircea
Surname	Brie	Mandatory	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
Department	International Relations and European Studies/ Faculty of History, International Relations, Political Science and Communication Sciences		
Position/Grade/Category	Head of the Department of International Relations and European Studies		
PhD Title	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Accredited to supervise doctoral theses?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Address	Universitatii street, no. 1		
Postcode	410087	City	Oradea
Country	Romania		
Telephone 1	++ / 40 259 408167		Telephone 2 ++ /40 726 720594
Fax	++ / 40 259 467642		Website www.igri.ro
Email	briedri@hotmail.com		
EDUCATIONAL BACKGROUND:			
<p>BA in History and Geography (1995-1999) - University of Oradea; In-depth studies in the field of History of Western Romania in national and European Context (1999-2000) - University of Oradea; BA in Sociology (1999-2003) - University of Oradea; PhD in History (2003-2007) - University of Oradea [thesis <i>Family and society in the North-West of Transylvania (2nd Half of the 19th Century – Beginning of the 20th Century)</i>].</p>			
WORK EXPERIENCE:			
<p>Please include all recent positions which have a direct bearing on European Union studies</p> <p>Professor of International Relations and European Studies with the University of Oradea, Romania, has conducted extensive research within the fields of International Relations, minorities issues and intercultural dialogue. Head of International Relations and European Studies Department of University of Oradea (2008-2016). Is a holder of the Jean Monnet Module <i>Ethnic, Confession and Intercultural Dialogue at the European Union Eastern Border</i> (2010-2013) at the University of Oradea.</p>			
CONTRACT/GRANT-RUN RESEARCH-DEVELOPMENT-INNOVATION PROJECTS			
a) Project Manager/Coordinator			
<ul style="list-style-type: none"> • „ACCES”, POSDRU/189/2.1/G/156839, 1.940.369,15 lei • <i>Boosting Innovation through Capacity Building and Networking of Science Centres in the SEE Region</i>, The South East Europe Transnational Cooperation Programme, SEE/B/0048/1.3X – SEE Science, 110.980 euro • <i>Ethnic and Religious Minorities and Majorities – For a Democratic Intercultural Dialogue at the European Union Eastern Border</i>, contract nr. 70/26.04.2012, 21.200 lei • <i>Minoritate și majoritate etno-confesională în spațiul românesc</i>, project financed by the County Council Bihor, contract no. 31/20.04.2011, 16.700 lei • <i>Ethnie, Confession and Intercultural Dialogue at the European Union Eastern Border</i>, Jean Monnet project, 2010-2012, no. 2010-2672/001-001, 28.560 euro • <i>Dialogul intercultural la frontiera de est a UE</i>, project financed by the County Council Bihor, contract no. 461/16.12.2010, 16.700 lei • <i>Proiectul Familie și societate în nord-vestul Transilvaniei (a doua jumătate a secolului XIX - începutul secolului XX)</i>, financed by the City Hall Oradea no. 1291116 din 26.05.2008, 4.200 lei • <i>“Natalitatea la populația greco-catolică din zona Beiușului (1860 – 1910)”</i>, project financed by ANSTI, 2000, 800 lei 			
b) Member in projects			
<ul style="list-style-type: none"> • <i>Action Learning pentru IMM-urile din judetele Bihor, Salaj, Satu Mare – un nou model de scoala</i> 			

antrepreritoriala (2003), Phare PH1700, 375.000 euro, manager Ioan Horga

- *Formare profesională și certificare europeană în informatică* (2004 – 2005), Phare, 93.750 euro, manager Sanda Filip
- „*Parlamentul European în Campusul Universității din Oradea*”, proiect finanțat de Primăria Oradea (2007), coordonator prof.univ.dr. Ioan Horga
- *Regimul juridic al organismelor de cooperare transfrontalieră în dreptul român și maghiar. Modele europene de aplicare*, Phare CBC INTERREG III A (2008-2009), 50.000 euro, coordonator prof.univ.dr. Ioan Horga
- *Patrimoniul Cultural Metropolitan Oradea*, Fondul ONG, Mecanismul Financiar al Spațiului Economic European 2004-2009, proiect manager Mihai Dan Groza, RO 0010 PCS 17 (2010), 15.850 euro
- *Development of a competence-based adult education e-learning programme; launch of a training for stimulating SME's* (2010), PO HURO, 39.201 euro, manager Ioan Horga
- *Jean Monnet Project From Periphery to Center. The Image of European Union at the Eastern Border of Europe*, Nr. Proiect: 530051-LLP-1-2012-1-RO-AJM-MO – Coord. Sorin Șipoș - 28560 euro
- *Jean Monnet Project, The Image of the Other in the European Intercultural Dialogue* – coord. Dana Pantea – 28.000 €
- *Jean Monnet Project Active Citizenship, Identity and Democratic Governance in the European Union / ACTDEM* – coord. Cristina Matiuță - 23.520,00 €
- *Jean Monnet Project Migration and European integration of minorities at the eastern border of the EU*, coord. Istvan Polgar - 26.880,00 €

PUBLICATIONS:

Please detail all relevant publications

A list of publications

1. Books and chapters of books

a) Books and monograph as first author

1. Iordan Gheorghe Bărbulescu (coord.), **Mircea Brie**, Nicolae Toderaș, *Cooperarea transfrontalieră între România și Ucraina, respectiv între România și Republica Moldova. Oportunități și provocări între 2014-2021* [*The cross-border cooperation between Romania and Ukraine, and between Romania and the Republic of Moldova. Opportunities and challenges over the 2014-2021 period*], Tritonic, București, 2016, 232 p
2. **Mircea Brie**, *Diplomacy and International Relations in Europe (17th – 18th centuries)*, Lambert Academic Publishing, Saarbrücken, 2014, 252 p.
3. **Mircea Brie**, *Căsătoria în nord-vestul. Condiționări exterioare și strategii maritale* [*The marriage in North West of Romania. External conditioning and marital strategies*], Editura Universității din Oradea, Oradea, 2009, 435 p.
4. **Mircea Brie**, *Familie și societate în nord-vestul Transilvaniei* [*Family and society in the North-West of Transylvania*], Editura Universității din Oradea, Oradea, 2008, 492 p.
5. **Mircea Brie**, Ioan Horga, *Relațiile internaționale de la echilibru la sfârșitul concertului european* [*International Relations from the balance of powers to the end of the European concert*], Editura Universității din Oradea, Oradea, 2006, 391 p.; revised and enlarged second edition, 2009, 389 p. (in cooperation with Ioan Horga)
6. **Mircea Brie**, *Perspectivă istorico-geografică asupra unui circuit turistic. Oradea – Deva – Sibiu – București – Brașov – Cluj-Napoca – Oradea* [*The Historical Geographical Perspectives upon a Travel Circuit. Oradea – Deva – Sibiu – București – Brașov – Cluj-Napoca – Oradea*] Editura Universității din Oradea, Oradea, 2006, 140 p.
7. **Mircea Brie**, *O istorie socială a spațiului românesc* [*A social history of the Romanian space*], Editura Universității din Oradea, Oradea, 2005, 292 p.

b) Published volumes as first author and co-author

1. **Mircea Brie**, Alina Stoica, Florentina Chirodea (coord.), *The European Space Borders and Issues. In Honorem Professor Ioan Horga*, Editura Universității din Oradea/Debreceen University Press, Oradea/Debreceen, 2016, 586 p.
2. Dana Pantea, Ioan Horga, **Mircea Brie**, *The Image of the Other in the European Intercultural Dialogue*, Lambert Academic Publishing, Saarbrücken, 2017, 381 p.
3. István Polgár, Ioan Horga, **Mircea Brie** (eds), *Migration and European Integration of Minorities*, Editura Lambert Academic Publishing, Saarbrücken, 2017, ISBN 978-3-659-75971-0
4. István Polgár, Ioan Horga, **Mircea Brie** (eds), *Ethnic Minorities and Majorities – Migration and Integration*, Debreceen University Press, ISBN 978-963-318-606-0, 2016
5. Sorin Șipoș, Gabriel Moisa, Dan Octavian Cepraga, **Mircea Brie**, Teodor Mateoc, *From periphery to centre : the image of Europe at the Eastern border of Europe*, Cluj-Napoca, Editura Academia Română, Centrul de Studii Transilvane, 2014, 292 p.
6. **Mircea Brie**, Florentina Chirodea, Constantin Vasile Țoca (coord.), *European Public Policies. Instruments, Models and Behaviour in the Public Space*, supplement *Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene*, Oradea, 2013, 354 p.
7. **Mircea Brie**, Ioan Horga, Sorin Șipoș (coord.), *Ethnicity and Intercultural Dialogue at the European Union's East Border*, Cambridge Scholars Publishing, 2013, 517 p.

8. **Mircea Brie (coord.)**, *Ethnic and Religious Minorities and Majorities – for a Democratic Intercultural Dialogue at the European Union Eastern Border*, Editura Universității din Oradea, 2012, format electronic/CD
9. **Mircea Brie**, Istvan Polgar, Florentina Chirodea (coord.), *European Union. Identity, Diversity and Integration*, supplement *Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene*, Oradea, 2012, 343 p.
10. Sorin Șipoș, Gabriel Moisa, **Mircea Brie**, Florin Sfrengeu, Ion Gumenăi (coord.), *The Historian's Atelier. Sources, Methods, Interpretations*, Academia Română, Centrul de Studii Transilvane, Cluj-Napoca, 2012, 278 p.
11. **Mircea Brie**, Sorin Șipoș, Ioan Horga (coord.), *Ethno-Confessional Realities in the Romanian Area: Historical Perspectives*, Editura Universității din Oradea, Oradea, 2011, 319 p.
12. **Mircea Brie**, Ioan Horga, Sorin Șipoș (coord.), *Ethnicity, Confession and Intercultural Dialogue at the European Union's East Border*, Editura Universității din Debrecen/Editura Universității din Oradea, Debrecen/Oradea, 2011, 502 p.
13. Sorin Șipoș, **Mircea Brie**, Ioan Horga, Igor Șarov, Ion Gumenăi (coord.), *Politici imperiale în estul și vestul spațiului românesc [Imperial Politics in the Romanian Eastern and Western Space]*, Editura Universității din Oradea/Editura Cartdidact, Oradea/Chișinău, 2010,
14. Mascaș Viniciu, Andrei Gug, **Mircea Brie**, Cristina Dogot (coord.), *EU "Poarta pentru noi membri"*, Editura Universității din Oradea, Oradea, 2010, 175 p.
15. Sorin Șipoș, **Mircea Brie**, Florin Sfrengeu, Ion Gumenăi (coord.), *Frontierele spațiului românesc în context European*, [The Frontiers of Romanian space in the European context], Editura Universității din Oradea/ Editura Cartdidact, Oradea/Chișinău, 2008, 482 p.; revised second edition, 2010, 483 p.

c) Editor of the journals

1. **Mircea Brie**, Gabor Kosma (editors), *From Smaller to Greater Europe: Border Identitary Testimonies* (Eurolimes, nr. 2), Oradea, 2006, 212 p.
2. **Mircea Brie**, Klára Czimre, Bogumiła Mucha-Leszko (eds.), *The Social Frontiers of Europe*, Eurolimes, nr. 17, Oradea, 2014, 273 p.

2. Articles/studies published in nationally recognized by CNCIS and internationally recognized specialized journals, revues

1. **Mircea Brie**, Daniela Blaga, *Teoria integrării diferențiate în practică – de la Balcanii de Vest la Parteneriatul Estic*, in *Studii Europene*, nr. 5, Chișinău, 2015, p. 219-237
2. **Mircea Brie**, Dragoș Dărăbăneanu, *Ethnic Identity and Social Borders. The Case of the Roma in Romania*, în Mircea Brie, Klára Czimre, Bogumiła Mucha-Leszko (eds.), *The Social Frontiers of Europe*, Eurolimes, nr. 17, Oradea, 2014, p. 123-134.
3. **Mircea Brie**, Dana Pantea, *The Social Frontiers of Europe. Introductory Study*, în Mircea Brie, Klára Czimre, Bogumiła Mucha-Leszko (eds.), *The Social Frontiers of Europe*, Eurolimes, nr. 17, Oradea, 2014, p. 5-7.
4. **Mircea Brie**, Ioan Horga, *Le frontiere europees – espressioni dell'identità*, în *Transylvanian Review*, ISI Journal, vol. XXIII, supliment nr.1, 2014, p. 202-216
5. **Mircea Brie**, Mészáros Edina Lilla, *Regionalization and historical-cultural dimension of Northwest Romania*, in supplement *Transylvanian Review*, ISI Journal, 2014
6. **Mircea Brie**, *European enlargement and new frontiers of Central and Eastern Europe*, in *Studia Universitatis Babeș-Bolyai, Series Europaea*, Cluj-Napoca, 2014, LIX, 1, 2014, p. 113-130
7. Daniela Blaga, **Mircea Brie**, *Differentiated Integration - from Theory to Practice. Determiners in the Integration Process of the Western Balkans: Ethnicity*, in *Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene*, 2013, p. 173-185
8. **Mircea Brie**, Florentina Chirodea, Constantin-Vasile Toca, *European Public Policy. Tools, Models and Behaviour in Public Space. Introductory Study*, in Mircea Brie, Florentina Chirodea, Constantin Vasile Toca (coord.), *European Public Policies. Instruments, Models and Behaviour in the Public Space*, supliment *Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene*, Oradea, 2013, p. 7-15
9. **Mircea Brie**, Cosmin Adrian Pop, Istvan Polgar, *Interculturality and Ethnodiversity in Post-Comunist Romania*, in *Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene*, 2012, p. 111-121
10. **Mircea Brie**, Istvan Polgar, Florentina Chirodea, *Cultural Identity, Diversity and European Integration. Introductory Study*, in Mircea Brie, Istvan Polgar, Florentina Chirodea (coord.), *European Union. Identity, Diversity and Integration*, supliment *Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene*, Oradea, 2012, p. 7-20
11. **Mircea Brie**, Dorin Dolghi, Dana Pantea, *The New European and/or EU Studies Curriculum*, in *Current Problems in the Development of the European and/or EU Studies Curriculum*, vol.1, nr. 1/2012, *The Romanian Journal of International Relations and European Studies*, revistă editată de Asociația Română de Relații Internaționale și Studii Europene, p. 97-106
12. **Mircea Brie**, *Căsătorie, mentalități colective și reglementări cutumiare în nord-vestul Transilvaniei (a doua jumătate a secolului al XIX-lea)*, in *Interferențe interculturale. Studia in honorem Aurel Chiriac Sexagenarii* supliment *Crisia*, nr. 1, Crisia, XLI, Oradea, 2012, p. 173-186
13. **Mircea Brie**, Polgar Istvan, *Dual Citizenship Granted to Hungarian Ethnicns. Context and Arguments in the Romanian and Hungarian Mass Media*, in Mircea Brie, Ioan Horga, Sorin Șipoș (coord.), *Ethnicity, Confession and Intercultural*

- Dialogue at the European Union's East Border, Editura Universității din Oradea/Editura Universității din Debrecen, supliment *Eurolimes*, Oradea/Debrecen, 2011, p. 151-162
14. **Mircea Brie**, *Ethnicity, Religion and Intercultural Dialogue in the European Border Space*, in Mircea Brie, Ioan Horga, Sorin Șipoș (coord.), *Ethnicity, Confession and Intercultural Dialogue at the European Union's East Border*, Editura Universității din Oradea/Editura Universității din Debrecen, supliment *Eurolimes*, Oradea/Debrecen, 2011, p. 11-18
 15. **Mircea Brie**, *Ethnic Identity and the Issue of Otherness through Marriage in Northwest Transylvania (Second Half of the XIX - Early XX Century)*, in Mircea Brie, Sorin Șipoș, Ioan Horga (coord.), *Ethno-Confessional Realities in the Romanian Area: Historical Perspectives*, Editura Universității din Oradea, supliment *Eurolimes*, Oradea, 2011, p. 89-104
 16. **Mircea Brie**, Polgar Istvan, *Dual Citizenship Granted to Hungarian Ethnic. Context and Arguments*, in *Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene*, 2011, p. 214-220
 17. **Mircea Brie**, Polgar Istvan, *Infantile Mortality and Life Expectancy: Vulnerability Indicators in North-Western Transylvanian Communities (second half of the 19th century – beginning of the 20th century)*, in *Romanian Journal of Population Studies*, Cluj-Napoca, 2011
 18. **Mircea Brie**, *Parish registers of civil status in Transylvania in the second half of the nineteenth century. Documentary signification*, in *Transylvanian Review, ISI Journal*, vol. XX, supplement no. 3, 2011, p. 187-208
 19. **Mircea Brie**, Ioan Horga, *Europe: Internal Cultural Frontiers or Union Cultural Area*, in *Moldoscopie*, nr. 3 (L), 2010, Chișinău, p. 123-143
 20. Ioan Horga, **Mircea Brie**, *Europe: A Cultural Border, or a Geo-cultural Archipelago*, in *The Cultural frontiers of Europe, Eurolimes*, vol. 5, volume edited by Alina Stoica, Didier Francfort, Judit Csoba Simonne, Oradea, 2010, p. 155-169
 21. Alina Stoica, **Mircea Brie**, *The Cultural frontiers of Europe. Introductory Study*, in *The Cultural frontiers of Europe, Eurolimes*, vol. 5, volume edited by Alina Stoica, Didier Francfort, Judit Csoba Simonne, Oradea, 2010, p. 5-8
 22. **Mircea Brie**, *Alteritatea confesională prin căsătorie la românii din zona Crișanei (a doua jumătate a secolului XIX – începutul secolului XX)* [Confessional Alterity Achieved through Marriage by the Romanians from Crisana Area (2nd Half of the 19th Century – Beginning of the 20th Century)], in Ioan Bolovan, Diana Covaci, Daniela Deteșan, Marius Eppel, Elena Crina Holom, *În Căutarea fericirii. Viața familială în spațiul românesc în sec. XVIII-XX*, supliment al *Romanian Journal of Population Studies*, Cluj-Napoca, 2010, p. 147-166
 23. **Mircea Brie**, *Life Expectancy in North-Western Transylvania (latter half of the 19th century – beginning of the 20th century)*, in *Transylvanian Review, ISI Journal*, vol. XIX, no. 3 autumn 2010, p. 34-49
 24. Ioan Horga, **Mircea Brie**, *Europe Between Exclusive Borders and Inclusive Frontiers*, in *Studia Universitatis Babeș-Bolyai, Cluj-Napoca*, 2010, p. 63-86
 25. **Mircea Brie**, *European Culture between Diversity and Unity*, in *Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene*, 2009, p. 79-92
 26. **Mircea Brie**, *Birth Dynamics and Structure in the Romanian Village in North-Western Transylvania (former half of the 19th century – beginning of the 20th century)*, in *Romanian Journal of Population Studies*, vol. III, no. 2, Cluj-Napoca, 2009, p. 70-95
 27. **Mircea Brie**, *Contemporary Ecumenism between the Theologians' Discourse and the Reality of Inter-confessional Dialogue*, *Journal for the Study of Religions and Ideologies, ISI Journal*, 8, 24 (Winter 2009), Cluj-Napoca, p. 257-283
 28. **Mircea Brie**, *The European Neighborhood Policy, Mass-media and Cross-border Cooperation*, in *Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene*, 2009, p. 81-86
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 30. **Mircea Brie**, Ioan Horga, *The European Union External Border. An Epistemological Approach*, in *Revista Română de Geografie Politică*, 2009, p. 15-31
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ADDITIONAL INFORMATION:

Other educational activities

- 1988 – 1992 High School "Samuil Vulcan College" Beius
- August 1990, Intensive Course in English Language, North-England International Limited Babington Centre, Great Britain
- January – April 1996 – Educational Program in Operating and Programming of Personal Computer, Microinformatica Cluj-Napoca
- 1996 – University Pedagogic Seminar, Babes-Bolyai University, Cluj-Napoca
- August 1997 – Patent act in parachuting, no. 1456 Buzau
- Foreign languages - English: advanced level; French: medium level.

Relevant research projects

Program / Project	Position	Period
National study monitoring the labor market insertion of graduates in higher education	institutional expert	Strategic project co-financed from the European Social Fund through the Sectoral Operational Programme Human Resources Development: 2009 - 2012
Leaders participants spectators. Community participation in urban areas	Research team member	Proiect CEEX modul 3, perioada de desfășurare: 2006 - 2008
Sustainable development and quality of life. Case study in Bihor County	Research team member	Proiect CNCIS nr. 498, perioada de desfășurare: 2006 - 2007
Oradea police image	Team leader	Aprilie – mai 2005
Research methodology of poverty at community level	Research team member	Proiect CNCIS – între 2002 și 2004.
Social diagnosis of Oradea	Research team member	martie – iunie 2003
Woman in Transition, statuses, roles, identities	Research team member	Proiect CNCIS 1999 - 2000
SocioPlus - Training services, documentation and access for students in bachelor and masters degree in Sociology.	Expert implementation curriculum	proiectului POSDRU, may 2014- november 2015
The social economy: innovative model for active inclusion of vulnerable groups	Expert-Associate Professor	POSDRU/14/6.1/S/2, 2007-2012, University of Oradea,

PERSON RESPONSIBLE FOR THE PROPOSED ACTIVITY (Chair holder or academic coordinator): member of the teaching staff

Title	Lecturer	First name	István
Surname	Polgár	Mandatory	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
Department	International Relations and European Studies/ Faculty of History, International Relations, Political Science and Communication Sciences		
Position/Grade/Category			
PhD Title	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Accredited to supervise doctoral theses?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address	Universitatii street, no. 1		
Postcode	410087	City	Oradea
Country	Romania		
Telephone 1	++ /40 259 408167		Telephone 2 ++ /40 745 367 292
Fax	++ /40 259 467642		Website www.igri.ro
Email	polgaruoradea@gmail.com		

EDUCATIONAL BACKGROUND:	
Please detail all relevant studies	
<ul style="list-style-type: none"> - 2003 – 2007 BA in International Relations and European Studies, National School for Political and Administrative Studies, Bucharest - 2007 – 2009 MA in Political, Economical and Social Communication, University of Oradea - 2007 – 2011 Ph.D in History, University of Oradea 	
WORK EXPERIENCE:	
Please include all recent positions which have a direct bearing on European Union studies	
<ul style="list-style-type: none"> - 2007 – 2010 Ph.D scholarship, University of Oradea - 2009 – present, Project manager in Regional Development and Training, Institute for Euroregional Studies - 2011 – present, lecturer Department of International Relations and European Studies - 2011 – present, Administrative director of the Faculty of History, International Relations, Political Science and Communication Science 	
PUBLICATIONS:	
Please detail all relevant publications	
Books:	
<ol style="list-style-type: none"> 1. Polgár István, <i>Tratatul de la Trianon, impactul asupra istoriografiei române și maghiare 1920 – 2010</i> (The Impact of the Trianon Treaty on the Romanian and Hungarian Historiography 1920 -2010) Editura Universității din Oradea, 2011, 264 p. 2. Mircea Brie, Polgár István, Florentina Chirodea (coord.), <i>European Union. Identity, Diversity and Integration</i>, supliment <i>Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene</i>, Oradea, 2012, 343 p. 3. Polgár István, Ioan Horga, Mircea Brie (Eds) - <i>Ethnic Minorities and Majorities – Migration and Integration</i>, Debrecen University Press, Debrecen, 2016, 290 p. 4. Polgár István, Ioan Horga, Mircea Brie (Eds) - <i>Migration and European Integration of Minorities</i>, Lambert Academic Publishing, Germany, 2017, 377 p 	
Articles:	
<ol style="list-style-type: none"> 1. Polgár István, The Phenomenon of Migration and Integration of Minorities in the European Union in Polgár István, Ioan Horga, Mircea Brie (Eds) - <i>Migration and European Integration of Minorities</i>, Lambert Academic Publishing, Germany, 2017, pp. 9-17 2. Polgár István <i>Euroscepticism, an increasing phenomenon among the Member States. Road to Brexit</i>, in Romanian Journal of Political Geography, Year XVIII, no.2, Editura Universității din Oradea 2016, pp. 83-93, 3. Polgár István, <i>Ethnic Minorities and Majorities in the Carpathian Basin</i>, in István Polgár, Ioan Horga, Mircea Brie (Eds) - <i>Ethnic Minorities and Majorities – Migration and Integration</i>, Editura DU Press, Debrecen, 2016 4. Polgár István, <i>Building the Borderless Europe. A historical overview of the Romanian and Hungarian Cross-Border Cooperation</i>, in Mircea Brie, Alina Stoica, Florentina Chirodea, <i>The European Space. Borders and Issues</i>, Editura Universității din Oradea/Debrecen, 2016, pp. 525-535 5. Polgár István, <i>Region and Regionalism, strategic concepts in the Hungarian regionalisation process</i> în supliment <i>Transylvanian Review</i>, Editura Romanian Academy, Centre for Transylvanian Studies 2015 6. Polgár István, <i>Is the European Unification Process Still Viable?</i> in <i>Analele Universității din Oradea. Relații Internaționale și Studii Europene</i>, Tom VII, Editura Universității din Oradea, Oradea, 2015, p. 25-33 7. Polgár István, <i>European Funds, bargaining tools in the European Union</i> în <i>Studia Universitatis Babeș-Bolyai, Series Europaea</i>, Cluj-Napoca, LIX, 1, 2014, p. 167-177 8. Mircea Brie, Polgár István, <i>Building a Common Memory as Fostering a Solid Image of the European Union beyond the Frontiers</i>, în <i>Communicating the EU Policies beyond the Borders. Proposals for Constructive Neighbour Relations and the New EU External Communication Strategy</i>, edited by Ioan Horga and Ariane Landuyt, Editura Universității din Oradea, 2013, pp. 66-76. 9. Polgár István, <i>Cultural Identity, Diversity and European Integration. Introductory Study</i>, în Mircea Brie, Istvan Polgar, Florentina Chirodea (coord.), <i>European Union. Identity, Diversity and Integration</i>, supliment <i>Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene</i>, Oradea, 2012, p. 7-20 10. Polgár István, <i>Interculturality and Ethnodiversity in Post-Communist Romania</i>, în <i>Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene</i>, Oradea, 2012, p. 111-121 11. Polgár István, <i>Models and Instruments of Rural Development in Romania. The LEADER approach – Local Action Groups in the North West Development Region</i>, in <i>Analele Universității din Oradea. Relații Internaționale și Studii Europene</i>, Tom V, Oradea, 2013, p. 50 – 67 12. Polgár István, Farago Tamas, <i>Romania-Hungary Cross Border Cooperation Programme 2007-2013. Implemented projects in the Cris Hydrographic Basin</i>, in <i>Evaluarea cooperării teritoriale Europene</i>, University of Oradea Press, Oradea, 2013, p. 175-186 	

13. **Polgár István**, Erno MOLNÁR, János PÉNZES, Cross – Border Employment along the Hungarian – Romanian Border: Potential Possibility or Daily Reality in "The frontier worker – new perspectives on the labor market in the border regions": Editura Universitatii din Oradea, Oradea, 2012, p.129-138
14. **Polgár István**, Mircea Brie, Pop Cosmin, *Interculturality and Ethnodiversity in Post-Comunist Romania*, în *Analele Universității din Oradea, Seria Relații Internaționale și Studii Europene*, Oradea, 2012, p. 111-121
15. Mircea Brie, **Polgár István**, *Dual Citizenship Granted To Hungarian Ethnics. Context and Arguments*, in *Analele Universității din Oradea. Relații Internaționale și Studii Europene*, Tom 3, Editura Universității din Oradea, 2011
16. Mircea Brie, **Polgár István**, *Infantile Mortality and Life Expectancy: Vulnerability Indicators in North-Western Transylvanian Communities (second half of the 19th century – beginning of the 20th century)*, in *Romania Journal of Population Studies*, Editura University Press Cluj, 2011.
17. Mircea Brie, **Polgár István**, *Dual Citizenship Granted To Ethnic Hungarians from Countries Neighbouring Hungary. Reflection within Romanian-Hungarian Press*, Ethnicity, Confession and Intercultural Dialogue at the European Union Eastern Border, Editura Universității din Oradea, 2011
18. **Polgár István**, *The perception of the Trianon Treaty in the Interwar period*, in *Analele Universității din Oradea. Relații Internaționale și Studii Europene*, Tom 3, Editura Universității din Oradea, 2011.
19. **Polgár István**, *The perception of the Trianon Treaty in the Communist Period. Confrontation or Harmony between two ideological currents ?*, in *Analele Universității din Oradea. Relații Internaționale și Studii Europene*, Tom 1, Editura Universității din Oradea, 2009.
20. **Polgár István**, *Hungarian historiography between the concept of « Europe without borders » and autonomy of the « Szeklers Land »* in Gábor Kozma (ed.), *New results of cross-border co-operation*, Debrecen, 2011.
21. **Polgár István**, *Hungarian Arguments to Justify the Revision of the Trianon Treaty and Critics against Them*, în Ethnicity, Confession and Intercultural Dialogue at the European Union Eastern Border, Editura Universității din Oradea, 2011
22. **Polgár István**, *A Romanian Historiographic Approach in the Spirit of the Marxist-Leninist Ideology (1948–1960)*, în *Transylvanian Review*, Editura Romanian Academy, Centre for Transylvanian Studies 2011, p. 219-227
23. **Polgár István**, *O dispută politică româno-maghiară: Contele István Bethlen despre misiunea istorică a Ungariei în Europa Centrală și Balcani*, în Sorin Șipoș, Ioan Horga, Igor Șarov, Mircea Brie, Ion Gumenăi, *Politici imperiale în estul și vestul spațiului românesc*, Editura Universității din Oradea, Editura Cartdidact din Chișinău, 2010.
24. **Polgár István**, *Controversies on the Punitive or Redeeming Character of the Trianon Treaty*, in Ioan Horga, Istvan Suli-Zakar, *Cross-border partnership. With special regard to Romanian-Ukrainian Tripartite Border*, Oradea-Debrecen, 2010.
25. **Polgár István**, *Hungarian Historians Hypotheses Concerning the Causes Leading to the Decision of the Entente to abolish Austro-Hungary*, in *Acta Iuventutis Geographica*, Debrecen, 2009.

ADDITIONAL INFORMATION:

Please include any other relevant information including awards, titles, honorary positions etc.

- Project manager in Regional Development and Training, Institute for Euroregional Studies
- Member in the editorial team of speciality journal *Anale Universitatii din Oradea*, International Relation and Europea Studies series
- Member in the editorial team of the speciality journal entitled *EuroIimes*
- Jean Monnet Module holder 2013-2016 "*Migration and European Integration of Minorities at the Eastern Border of the European Union*"