

The European Track 2026-27

Lecturers' Information Pack



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I. The European Track Concept

What is the European Track?

EUTRACK: EXECUTIVE SUMMARY

The European Track (EUTrack) is a cross-Alliance certificate and one of our so-called “flagship actions”. Its central purpose is the education of our students as European citizens. It combines the idea of a joint core curriculum for all students with the particular commitment of this Alliance to the advancement of core European democratic values: those of peace, justice, and inclusive societies. [You can find the Alliance’s central EUTrack webpage here.](#)

EUTRACK: GOALS & PURPOSES

EUTrack strengthens curricular collaboration within the EUPeace Alliance and enhances exchange between the partner universities involved. It systematically networks teaching and learning offers across the Alliance with clear EUPeace thematic foci, thereby facilitating mobility for students and teaching staff between Alliance universities. Students at either Bachelor’s (undergraduate) or Master’s (graduate) level are offered the opportunity to learn across borders and institutions, to connect with peers across the continent, and to broaden their portfolio of competences in a truly European study environment. By mutually recognizing courses, modules, and other forms of ECTS-based assessment, the European Track fosters the development of ever more flexible and cross-disciplinary study paths at Alliance universities.

The European Track focuses on the Alliance’s flagship content and is thus thematically tied to EUPeace’s fundamental principles and values of peace, justice, and inclusive societies. EUTrack therefore serves as a joint core curriculum for the Alliance’s students, irrespective of their specific areas of study. It encompasses a diverse array of learning units that draw on the



full spectrum of disciplines represented across the Alliance, including social sciences, humanities, human sciences, and STEM subjects; and as such, it represents a cross-section of the variety of subject areas and study possibilities across the Alliance as a whole.

The central concept of EUTrack is grounded in the conviction that the conditions for peace, justice, and inclusivity must be actively and continually cultivated, and that this ongoing work of cultivation relies upon the development of cross- and interdisciplinary knowledge and practical competences. The certificate encourages students to consider and approach European themes, challenges, and questions from critical and decolonizing perspectives that are at once explicitly *global* and profoundly *cross-disciplinary*. **EUTrack aims at fostering competences that should be achievable by all prospective students.** In order to enable students from across the disciplinary spectrum to become change-agents for **peaceful, just, and inclusive European societies**, EUTrack learning units foster a palette of different competences such as the abilities to:

- develop and apply intercultural skills;
- understand the theoretical foundations, conditions, and weaknesses of complex systems;
- understand and apply theories to real-life situations in different disciplinary contexts;
- analyse data sets in relation to their real-life contexts;
- apply natural-scientific and engineering knowledge to European and global challenges.

By offering substantial freedom of learning unit choice, EUTrack affords students the advantage of increased flexibility through the possibility of selecting learning units that are not part of their original study programmes.

Study periods abroad via established exchange and funding instruments (e.g. Erasmus+) – including short-term mobilities such as summer and winter schools and BIPs – are conceived as an integral element of EUTrack.

Courses / modules / learning units: a note on terminology:

Different Alliance universities operate with different terms for units associated with credits. ECTS points are connected to educational units, and they are awarded to learners once they reach the defined learning outcomes as proven by appropriate assessment. So as to avoid ambiguity between the terms “course” and “module”, the term “learning unit” will often be deployed throughout this document. This reflects the fact that courses may themselves have more of a “self-learning” than a traditional – for example, a primarily frontal – didactic focus. In common parlance, however, a “learning unit” would typically be a “course”; and this is the term we’ll generally be using at the user-interface of the Alliance-wide Course Repository, where all EUPeace curricular offers appear.

Why teach on the European Track?

- **Increase visibility:** Your learning unit will be highlighted within our central [EUPeace Course Repository](#), attracting highly motivated students from right across the EUPeace network.
- **Do numbers:** The European Track is open to all nine universities in the Alliance, which can help bolster numbers and reinvigorate courses and programmes.
- **Internationalise classrooms:** Engage with diverse perspectives and foster discussions between students from different national, cultural and academic backgrounds — both in person and virtually, via the [Virtual European Exchange Programme \(VEEP\)](#).
- **Help create EUPeace curricula:** Contribute your expertise to ever-growing interdisciplinary curricula focused on critical European – and global – themes and problems.
- **Shape digital pedagogies:** Help plot the virtual higher-educational landscapes of today and tomorrow – all within the context of both the EUTrack and VEEP.
- **Support student success:** Help our students develop intercultural skills; forge an ever more complex understanding of the crucial conditions for peace, justice and inclusive societies; and apply the knowledge they gain to real-world challenges: competences highly sought after in Europe’s fast-paced and ever-shifting jobs markets.



How is the European Track structured?

In order to make the EUTrack as viable and attractive as possible, we aim to make it as flexible as possible. To that end, we wish to impose minimal stipulations or restrictions in relation (for example) to:

- obligatory prerequisites for specific learning units;
- the sequence in which students complete EUTrack elements;
- their freedom of choice, with respect of thematic content, within the EUTrack catalogue;
- the size (in ECTS point count) of individual elements within the EUTrack structure.

EUTrack is organised into three flexible levels of **6 ECTS each (18 ECTS in total)**. Partner institutions may either open existing thematically relevant learning units to EUTrack participants, develop new ones (including, especially, virtual or hybrid formats), or both. Upon achieving sufficient ECTS points, students are entitled to the award of an EUTrack certificate indicating one of three levels (**Level 1 = 6 ECTS, Level 2 = 12 ECTS, Level 3 = 18 ECTS**). The level structure is **not** intended as a rigid or prescriptive system of progression, but rather as an incentive structure for students to both join and to keep following the Track.

EUTrack's open and flexible structure makes it easy to incorporate EUTrack into existing exchange programmes (e.g., Erasmus+) and to adapt local administrative processes to implement and manage it.

Students will be expected to gain a certain minimum of 6 ECTS points through virtual mobility in order to be able to complete the full European Track. Whether or not students are required to gain number of ECTS points through virtual mobility in order to complete Level 1 is left to the discretion of their home institutions, which will provide clear instructions on their EUTrack information pages.

What forms will EUTrack mobilities take?

Mobility in some form – whether physical or virtual – remains a central requirement for completing any level of the European Track. The different forms of possible mobility are described below:

Virtual Mobility:

- [VEEP \(the Virtual European Exchange Programme\)](#) is the virtual — i.e. online — exchange programme of the EUPeace University Alliance. It offers students the possibility of mobility — of “trying out” courses at other EUPeace partners — from the comfort of their own home and gaining both ECTS points and a transcript of records in the process.
- All virtual, online and hybrid learning units that are opened for the European Track are offered as part of the Alliance-wide VEEP offer.
- Students are able to fulfil EUTrack mobility requirements through virtual mobility offers. This inherently inclusive approach — in line with our central value of inclusivity — aims to lower the initial threshold for students to participate in cross-alliance learning. It also offers a far larger number of students the possibility to easily join and follow the Track than might otherwise be the case.

Physical or Blended Mobility:

- At Levels 2 and 3, students are very strongly encouraged to pursue physical or blended study abroad experiences.
- We **strongly recommend** that students to engage in physical or blended mobility for EUTrack, but this is **not** an absolute obligation.
- Spring, summer and winter schools, residential language courses and Blended Intensive Programmes (BIPs) may also count toward EUTrack: the prerequisite is that the short-term learning offer **has some form of assessment and ECTS points attached to it.**
- For the purpose of ensuring maximum inclusivity, these seasonal schools should generally be cost-neutral for the students (i.e., not incurring any non-refundable costs). The inclusion of seasonal schools with fees – and other related costs – attached to them will be decided by the Education Board on a case-by-case basis.
- Students may also complete Level 1, or parts of Level 1, during periods of physical mobility.



What kinds of learning units are suitable for EUTrack?

GENERAL CRITERIA:

Learning units that develop EUTrack's core competences (ranging from intercultural communication to critical data analysis), which fit EUTrack's Learning Outcomes and Thematic areas (see **Appendices 1 & 2**), and which have a form of assessment and a specific number of ECTS points attached to them are eligible for inclusion in the programme.

- Learning units offered for EUTrack will undergo the quality management and quality assurance processes of their respective institutions, as they are part of the curricula of local study programmes. Therefore, when a new learning unit is developed, it should be approved within the coordinating institution(s).
- Learning units could include (for example) both seminars and lectures, but they can also include any other formats (such as reading classes) which also have ECTS points attached to them.
- Learning units must have some form of assessment attached to them in order to measure attained learning outcomes. This can be either summative or formative assessment, and it can include (but is not limited to) written examinations, term papers, assessed presentations, portfolios, or oral examinations.
- Students are expected to complete the assessment that is normally connected to the learning unit in question.
- Learning units developed and offered in English are very strongly encouraged – in order to maximise their cross-alliance accessibility and attractiveness – but they may also be taught wholly or (in the case of language courses) primarily in other Alliance languages.
- Learning units will be listed – and clearly labelled as part of the EUTrack offering – in the online [EUPeace Course Repository](#).
- Learning units may be offered in person, virtually – via [VEEP](#) (the Virtual European Exchange Programme) – or in hybrid or blended form. [Blended Intensive Programmes \(BIPs\)](#) – for example, in the form of summer or winter schools – can also constitute part of an EUPeace university's EUTrack offer: see below.



- The number of ECTS points that can be awarded for a learning unit should *generally* range from around **1 to 6** (as 6 ECTS points is the size of an individual EUTrack level). However, exceptions (above 6 ECTS points) can be considered.
- Learning units may be assigned to one, two, or several different thematic areas (**see appendix 2, below**): lecturers are invited to specify which thematic areas they would like to assign their learning unit to. Lecturers can also specify one primary area and permit the additional of extra areas.
- The thematic areas have no legally binding function, and they are designed to help lecturers to “situate” their offers, and students to orient themselves within the structure of the European Track.
- Learning units that draw strongly on elements of service-, work- and challenge-based learning are **very strongly encouraged and welcomed**: see Annex 3 at the bottom of this document for more details.
- The inclusion of internships with ECTS points attached to them is also very strongly encouraged and welcomed: lecturers should get in touch with the WP2 team with any specific ideas as to internships that could be included.

Can summer or winter schools be opened up for the European Track?

Yes, these can also be opened for EUTrack. They count as short-term mobilities and can be offered (and funded) as Erasmus+ [Blended Intensive Programmes \(BIPs\)](#): please contact your institution’s international office for more information on how to organize one of these. In order to be eligible for EUTrack, any summer and winter schools and BIPs must have ECTS attached to them and broadly fit the thematic areas and learning outcomes of EUTrack (see below).

For the purpose of ensuring maximum inclusivity, these seasonal schools should generally be cost-neutral for the students (i.e., not incur any non-refundable costs). The inclusion of seasonal schools with fees – and other related costs – attached to them will be decided by the Education Board on a case-by-case basis.

Which students will be taking my learning unit(s) for the European Track?

Alongside your “normal” class / seminar groups of home students, all **European Track students** will be students from EUPeace partner universities on either physical or virtual exchange (for example, via VEEP or via Erasmus+).

Whether or not your home students will be able to have the ECTS points that they gain on your learning unit credited towards the European track will depend on the respective regulations at your institution. For an overview of the local rules, see the links from the central [European Track website](#), which also contain the local contact details.

My subject area doesn't relate directly to “peace, justice, and inclusive societies”. Would my teaching still be welcome?

Yes, absolutely! The European Track is one of our Alliance's flagship actions, which means that we're fully committed to making it open and accessible to as many of our students as possible from across the whole disciplinary spectrum.

For more details – and ideas of how we could accommodate your course offer(s) – see the European Track's learning outcomes, thematic areas, and definitions of work-, challenge-based, and service learning in the annex below.

We strongly encourage lecturers to think as flexibly as possible about the match between their proposed learning unit and a particular thematic area. For example, a very large range of different learning units in the natural sciences and the engineering disciplines would fit into **Thematic Area 6 (“Technologies of Tomorrow”)**, while learning units with a cultural focus could effectively fit into **Areas 1 and 8 (“Intercultural Communication” and “Cultural Diversity”)**.

We also want to include forms of work- and challenge-based learning on the Track (see **Appendix 3** in the Annex), so if your department or faculty already offers these and you'd like to open them up for VEEP and / or the European Track, do get in touch with us!

How do I open up an in-person learning unit for the European Track?

You are very welcome either to develop a new learning unit (or units), or to open up in-person learning units for the European Track. If you want to open your learning unit, please get in touch with the respective contact person at your institution, whom you will find listed below.

Depending on your university's current rules for the European Track — [set out on these pages](#) — your home students may or may not be able to have your learning unit count towards the European Track (**see also the section, “Which students will be taking my learning unit(s) for the European Track?”**, above).

Especially if you normally open your learning units for Erasmus+ incoming mobility students anyway, we'd like to strongly encourage you to open them up for the European Track too: remember that physical mobility is one core component of the European Track.

What is VEEP, and how do I open up a virtual or hybrid learning unit for the European Track?

[VEEP \(the Virtual European Exchange Programme\)](#) is the virtual — i.e., online — exchange programme of the EUPeace Alliance. All virtual and hybrid learning units that are offered for the European Track are offered via VEEP.

VEEP offers students the highly attractive possibility of mobility — of “trying out” one of the other EUPeace partners — from the comfort of their own home.

If you want to offer a virtual/hybrid learning unit for EUTrack, it will be administered via VEEP. Please get in touch with your local WP2 colleagues (**listed below**) to find out more about VEEP processes at your institution.



Can I develop new learning units for the European Track?

Yes, of course, and we encourage that! In the first instance, you should ensure that you can fulfil the course criteria set out above. In coordination with the responsible points of contact at your university, you will also need to ensure that your learning unit can be offered as part of an established study programme at your university, as students will only be incentivised to take and complete the unit for the European Track if they are able to have it recognised by their home university.

And if you'd like to collaborate with other colleagues from other EUPeace universities – even better! Your local colleagues in Work Package 2 are listed below (in the “contact” section), and you can get in touch with them: they'd be delighted to help you connect and network with colleagues across the Alliance.

In fact, we have put together a [joint course information form](#), which we'd strongly encourage you and your colleagues to fill in if you're interested in developing a joint learning unit. We're particularly keen to encourage the development of virtual and hybrid courses in English, as these guarantee the greatest accessibility for students across the Alliance.

What should our students learn?

EUTrack addresses an array of **highly interdisciplinary thematic areas** aligned with EUPeace's mission. Students may either explore several different fields or specialise in specific areas. An intercultural communication element (of 3–6 ECTS) is recommended, preferably at either Level 1 or Level 2.

The **learning outcomes** of EUTrack can be found in **Appendix 1**. The learning outcomes attached to each of the levels determine whether or not the ECTS points acquired can count towards EUTrack certificates. EUTrack learning units should, **in their combination at each of the three levels, fulfil these learning outcomes**.

Appendix 2 presents the full list of thematic areas (summarised below). Learning units will be selected for inclusion in the European Track on the basis of both the sets of categories and criteria.



The primary purpose of the thematic areas is to guide faculties and teaching staff in determining which learning units to open up and develop EUTrack, and to smooth internal institutional recognition processes for EUTrack learning units; but they also aim to help students orientate themselves when considering their choice of options for the Track.

The boundaries between the thematic areas are flexible, and learning units may occupy (or straddle) one, two, or several of them. The areas may also be refined from one academic year to the next on the basis of student and staff feedback. The thematic areas themselves have no binding function, and they will not appear on EUTrack certificates (even though they do appear on the certificate supplements). As mentioned above, we strongly encourage lecturers to think as flexibly as possible about the match between their proposed learning unit and a particular thematic area.

For example, a very large range of different learning units in the natural sciences and the engineering disciplines could fit the **Thematic Area 6 (“Technologies of Tomorrow”)**, while learning units with a cultural focus could effectively fit **Areas 1 and 8 (“Intercultural Communication” and “Cultural Diversity”)**.

Thematic areas:

- **Intercultural Communication:** Language competences; theories and practices of intercultural communication and exchange; relevant applications in research and professional contexts.
- **War and Peace:** Peace and conflict studies; approaches to conflict resolution; psychosocial perspectives on trauma.
- **Democracy, Equitability, Justice:** Theories of justice; the rule of law and democratic institutions; impact of technology on statecraft, government and governance.
- **Building Inclusive Societies:** Disability and inclusion studies; intersectional approaches to inequalities; migration and multiculturalism.
- **Public Health and Bioethics:** Public health policy, including health crisis (e.g. pandemic) responses; IT and AI in medicine; medical ethics and bioethics in practice.
- **Technologies of Tomorrow:** STEM solutions for societal challenges; regulation of new and emerging technologies; the ethics of new and emerging technologies.
- **Sustainable Futures:** Climate change; sustainable development; sustainable energy transitions; economics of environmental policies; societal and cultural impacts of climate change.



- **Cultural Diversity:** Histories of social and cultural development and encounter; cultural memory; literary representations of diversity; popular culture and cultural production; postcolonial approaches to society and culture.

Both the thematic areas and learning outcomes will provide a highly flexible and adaptable framework to assist Alliance members in selecting appropriate learning units/learning units for inclusion.

What are students' incentives for following the Track?

- **Flexibility:** Some universities are in a position to incorporate the Track directly into existing Bachelor study programmes, whereas students at others will need to complete the Track (at least partly) as an extracurricular offer.
- **Career advantages:** The interdisciplinary nature and international orientation of EUTrack equip students with skills that are highly in demand from employers across Europe.
- **Pan-European perspectives:** An engagement with peace, justice, and inclusive societies across borders will enhance students' academic and professional profiles.
- **Stackable levels:** Students can begin with Level 1 (including virtual mobility), then progress to Levels 2 and 3 to broaden and deepen their competences. Students can curate their own track in a way that suits their interests and priorities.

Whom do I contact to find out more?

The nine EUPeace partners all have different approaches to administrating EUTrack, depending on their different administrative structures. An overview of these different systems and structures – and of the colleagues administering them – can be found via the links on the central [EUTrack page](#).

In order to propose new learning units, open existing ones, or to find out more about how the European Track is running at your university, you can get in touch with the following Work Package 2 colleagues:

University of Marburg: Dr Karina Lammert: karina.lammert@verwaltung.uni-marburg.de

Justus Liebig University Giessen: Dr Robert Craig: robert.craig@uni-giessen.de

University of Limoges: Pauline Jacquet: eupeace.mobility@unilim.com

University of Calabria: Isabella Tedesco: isabella.tedesco@unical.it

Comillas Pontifical University: Jaime Villaverde Rivero: jvillaverde@comillas.edu

University of West Bohemia in Pilsen: Jana Čepičková: jcepicko@ujp.zcu.cz

University of Mostar: Dr Jelena Jurčić: rektorat-ms@sum.ba

Çukurova University: Prof. Dr. Özkan Özgün: oozgun@cu.edu.tr

University of Sarajevo: Prof. Dr. Sarina Bakić: sarina.bakic@fpn.unsa.ba



II. Annex

Appendix 1: EUTrack Learning Outcomes

In order to be incorporated directly into the modular structures of a number of our universities, the levels are also formulated “modules”. However, the additive structure, while serving as a guide for a cumulative curation of the Track, **does not prescribe a specific path of cumulative progression from one level to the next.**

- The learning outcomes attached to each of the levels determine whether or not the ECTS points acquired can count towards EUTrack certificates.
- EUTrack learning units should, **in their combination at each of the three levels**, fulfil these learning outcomes.
- Individual learning units of (say) 6 ECTS points do not have to cover **all** the learning outcomes for each of the modules laid out below.
- Learning units in the STEM disciplines (in particular) are generally likely to fulfil the learning outcomes listed below less directly than courses in the social sciences and humanities. However, this is entirely acceptable as long as the values underpinning the learning unit – and represented and imparted through the learning unit – align with the values listed below.
- The European Track conceives of the core values and principles of peace, justice and inclusive societies in a way that is inherently interdisciplinary: there are many different ways for a subject area, a subject, and a learning unit, both to address and to engage with these values.
- Policies of recognition towards the three modules of the European Track should generally follow the principles of the [Lisbon Recognition Convention](#).



Module description:	Learning Outcomes description:
<p>EUPeace: Peace, Justice, and Inclusive Societies</p> <p>European Track</p> <p>Basic</p>	<p>After completing the module, students will be able to:</p> <ul style="list-style-type: none"> ➤ identify and explain dimensions of at least one of the Alliance core values of <i>peace, justice or inclusive societies</i> in the context of a subject or discipline; ➤ discuss the influence of a subject-specific context on issues from at least one of the areas of <i>peace, justice and inclusive societies</i>; ➤ communicate clearly and convincingly, orally and in writing, subject-specific perspectives on at least one of the areas/themes of <i>peace, justice or inclusive societies</i>; ➤ analyse and critically interrogate complex problems related to at least one of the areas/themes of <i>peace, justice or inclusive societies</i> in relation to a subject-specific context or discipline and develop possible solutions or mitigations; ➤ combine content and questions from different disciplines and use them to analyse complex problems in connection with at least one of the areas/themes of <i>peace, justice or inclusive societies</i>; ➤ communicate, learn and work in intercultural and foreign-language settings.
<p>EUPeace: Peace, Justice, and Inclusive Societies</p> <p>European Track</p> <p>Intermediate</p>	<p>After completing the module, students will be able to:</p> <ul style="list-style-type: none"> ➤ identify and explain dimensions of at least one of the Alliance core values of <i>peace, justice or inclusive societies</i> in the context of a subject or discipline; ➤ discuss the influence of a subject-specific context on issues from at least one of the areas of <i>peace, justice and inclusive societies</i>; ➤ communicate clearly and convincingly, orally and in writing, subject-specific perspectives on at least one of the areas/themes of <i>peace, justice or inclusive societies</i>; ➤ analyse and critically interrogate complex problems related to at least one of the areas/themes of <i>peace, justice or inclusive societies</i> in relation to a subject-specific context or discipline and develop possible solutions or mitigations; ➤ combine content and questions from different disciplines and use them to analyse complex problems in connection with at least one of the areas/themes of <i>peace, justice or inclusive societies</i>; ➤ communicate, learn and work in intercultural and foreign-language settings. <p>Students expand the competences acquired in the module “EUPeace: Peace, Justice, and Inclusive Societies – European Track Basic” by dealing with one (or more) additional EUPeace basic values or by deepening their engagement with</p>

Module description:	Learning Outcomes description:
	<p>one of the EUPeace fundamental values. This is done either in the context of an in-depth subject-specific perspective or from a new subject-specific perspective.</p>
<p>EUPeace: Peace, Justice, and Inclusive Societies</p> <p>European Track</p> <p>Advanced</p>	<p>After completing the module, students will be able to:</p> <ul style="list-style-type: none"> ➤ identify and explain dimensions of at least one of the Alliance core values of <i>peace</i>, <i>justice</i> or <i>inclusive societies</i> in the context of a subject or discipline; ➤ discuss the influence of a subject-specific context on issues from at least one of the areas of <i>peace</i>, <i>justice</i> and <i>inclusive societies</i>; ➤ communicate clearly and convincingly, orally and in writing, subject-specific perspectives on at least one of the areas/themes of <i>peace</i>, <i>justice</i> or <i>inclusive societies</i>; ➤ analyse and critically interrogate complex problems related to at least one of the areas/themes of <i>peace</i>, <i>justice</i> or <i>inclusive societies</i> in relation to a subject-specific context or discipline and develop possible solutions or mitigations; ➤ combine content and questions from different disciplines and use them to analyse complex problems in connection with at least one of the areas/themes of <i>peace</i>, <i>justice</i> or <i>inclusive societies</i>; ➤ communicate, learn and work in intercultural and foreign-language settings. <p>Students expand the competences acquired in the module “EUPeace: Peace, Justice, and Inclusive Societies – European Track Intermediate” by dealing with another of the EUPeace basic values or by further deepening one of the EUPeace fundamental values. This is done either in the context of an in-depth subject-specific perspective or from a new subject-specific perspective.</p>

Appendix 2: Thematic Areas

1. INTERCULTURAL COMMUNICATION:

Learning units may deal with (but are by no means limited to):

- The core linguistic competences required for a period of study abroad (in any of the Alliance languages).
- Foundational intercultural communicative competences and an understanding of the theories in which they are grounded.
- The acquisition and application of specific and specialized intercultural and linguistic competences to a chosen academic or professional field – for example:
 - International business;
 - Primary, secondary or tertiary education;
 - Academic and scientific work;
 - Diplomacy and politics.

2. WAR AND PEACE:

Learning units may deal with (but are by no means limited to):

- Concepts and theories in Peace and Conflict Studies.
- Strategies of conflict resolution on regional, national, and supranational levels.
- Psychological and social-scientific approaches to dealing with the realities and legacies of personal and collective (historical and contemporary) traumas across Europe.
- Key strategies for addressing challenges encountered in crisis regions and areas historically and recently affected by crises.
- Forms of cyber warfare in European politics: manifestations, preventions and defences.

3. DEMOCRACY, EQUITABILITY, JUSTICE:



Learning units may deal with (but are by no means limited to):

- The economics, politics, and sociology of distribution.
- Concepts and theories of justice in relation to key institutions (e.g. the rule of law) in upholding and preserving both national and supranational standards of justice and democracy.
- The study of democracy, the rule of law, and the conditions for both (e.g. checks and balances within political institutions, comprehensive political education, independent media accountability), as well as factors that may undermine those mechanisms (e.g. growing socio-economic inequalities, media manipulation, and erosion of constitutional norms).
- Big Tech and civil society: opportunities, challenges, and dangers.

4. BUILDING INCLUSIVE SOCIETIES:

Learning units may deal with (but are by no means limited to):

- Theories and qualitative methodologies in the context of inclusion and disability studies (including intersectional approaches).
- Different understandings of disability, inclusion, and inclusiveness in both theoretical and practical terms – with a focus on both education and working life.
- Interdisciplinary theories and practices of inclusivity within diverse societies.
- The challenges and opportunities of migration and multiculturalism.

5. PUBLIC HEALTH AND BIOETHICS:

Learning units may deal with (but are by no means limited to):

- European public health (in societal, national and continental contexts) in both policy and practice.
- Approaches to preventing, tracking, and mitigating public health crises and catastrophes.
- The use of developing technologies (including AI) in medical practice.
- Bio- and medical ethics in theory and practice.
- The United Nations' 17 Sustainable Development Goals as they relate to themes and issues in health and public health.



6. TECHNOLOGIES OF TOMORROW:

Learning units may deal with (but are by no means limited to):

- Science and technological advance, particularly (but not exclusively) in relation to society, politics and the environment.
- The use of STEM, engineering and computational technologies to help address, mitigate or solve environmental, social or even political challenges.
- Innovation and regulation of emergent technologies (e.g., in the field of AI).
- The ethical, political, and societal dimensions of and challenges posed by new and emergent technologies (including AI).

7. SUSTAINABLE FUTURES

Learning units may deal with (but by no means limited to):

- Interdisciplinary approaches to climate change and sustainability.
- The politics, economics, and sociology of climate change and sustainable transition to Net Zero.
- The European development of green energy sources and green technologies and industries.
- The United Nations' 17 Sustainable Development Goals, as they relate to themes and issues in politics, society, public health, and education and culture.

8. CULTURAL DIVERSITY

Learning units may deal with (but are not limited to):

- Histories of cultural contact, exchange, and encounter across Europe and beyond.
- Cultural memory, heritage, and the politics of remembrance (museums, monuments, archives, and public history).
- Literary and media representations of identity, migration, diaspora, race, ethnicity, religion, and gender.



- Transnational and comparative approaches to popular culture, cultural production, and the creative industries.
- Postcolonial, decolonial, and critical race perspectives on European cultural formations and global entanglements.

Appendix 3: Work- and challenge-based and service learning

1. SERVICE LEARNING (SL):

Definition:

A pedagogical approach that **integrates community service with instruction and reflection** to enrich the learning experience, teach civic responsibility, and strengthen communities.

Core Features:

Mutual benefit: Students learn and communities benefit.

Structured reflection: Critical for connecting experience with academic content and values.

Civic engagement: Promotes social responsibility, ethical thinking, and active citizenship.

Co-created with community: Partners are collaborators, not just recipients of help.

2. CHALLENGE-BASED LEARNING (CBL):

Definition:

An inquiry-driven approach where students work on **authentic, open-ended problems (challenges)** that matter to them and their communities.

Core Features:

Student-centred: Students co-create the challenge, questions, and solutions.

Real-world problems: Often interdisciplinary and connected to global/local issues.



Innovation-focused: Emphasizes creative problem solving and critical thinking.

Action-oriented: Often involves a product, campaign, or proposed solution.

Collaboration is key: Students work in teams and often interact with outside stakeholders.

3. WORK-BASED LEARNING (WBL):

Definition:

An educational strategy that provides students with **real-life work experiences** related to their field of study or career interests.

Core Features:

Career preparation: Aligned with industry needs and professional skills.

Authentic work contexts: Includes internships, apprenticeships, job shadowing, etc.

Mentorship: Guidance from professionals in the field.

Skill development: Emphasizes technical and employability skills.

