



Spring School on European Affairs

Designed and implemented by the College of Europe for ReSPA

Bruges and Brussels (Belgium), 11-22 March 2013

PROVISIONAL PROGRAMME & TRAINING METHODOLOGY

OBJECTIVES

The overall objective of the two-week Spring School on European Affairs is to offer an advanced professional course for experienced civil servants from the Western Balkans. Their knowledge and practical know-how in the field of European Affairs – the EU accession process in particular – will be deepened and enriched throughout this intensive, advanced training.

More specifically, the expected outcomes of the training are the following:

- Strengthened knowledge of the EU enlargement process and cross-cutting issues;
- Experience of the EU accession negotiations process;
- Comprehensive overview of a series of selected EU *Acquis* chapters;
- Discussions with the relevant stakeholders from the EU institutions;
- Stimulating atmosphere for experience sharing amongst the participants and trainers.

TARGET GROUP

This Spring School is designed at an advanced level, and is therefore targeted at:

- 14 Civil servants from ministries working towards European integration, with solid experience in European affairs (senior level) with particular reference to the EU *Acquis* Chapters as foreseen at the detailed agenda and a very good level of English (as no interpretation will be provided).

When filling the registration forms, candidates should be invited to briefly describe their:

- current responsibilities and specific fields of expertise (e.g. EU *Acquis* chapter) and past professional experience in European affairs and main training courses attended.

Potential participants should be informed that active participation will be required throughout the two-week training (group assignments, simulation exercise, workshops, etc.) The College of Europe together with ReSPA will distribute a pre-course questionnaire forms to accepted participants with an aim to help and adjust the certain areas that will be identified while processing the pre-questionnaires.



TRAINING METHODOLOGY

The two-week Spring School curriculum is designed based on three guiding principles:

1) *Training with a purpose*

A professional course aims at strengthening one's ability to act in a given professional sector, and "learning by doing" is a crucial element. The curriculum therefore balances theory and practices as much as possible by offering a variety of session's formats, such as interactive lectures, workshops with case studies, brainstorming sessions, etc. Participants can also learn from the experience of others, especially when an open and stimulating atmosphere is offered. The learning materials, readers and hand-outs are very practical and can be used as important sources of information even after the training.

The ultimate goal of learning is to establish a change in behaviour and attitude, by obtaining a higher level of knowledge, understanding and professional efficiency. That is the reason why participants are continuously challenged to leave their comfort zone, and encouraged to experience going beyond their limits. To achieve this aim, selected trainers (high level academics and/or practitioners) possess excellent and inspiring teaching capacities.

2) *Developing knowledge and skills in relation to the individual and his/her administration*

Learning is an individual process and education for professionals should appeal to the individual's personal and professional competences, abilities and ambitions. People learn better in a stimulating (multicultural) context and in open dialogue with others, by exchanging and sharing experiences and ideas, as well as reflecting together on common challenges.

Prior to the seminar, participants can prepare themselves by reading some of the background documents and training materials provided in advance. During the course active participation is encouraged and individual skills are trained. Group assignments and other practical elements are the core part of the curriculum. Working in smaller subgroups on an assignment encourages the exchange of expertise amongst the participants themselves, and detailed feedback from the trainers.

3) *Designing training modules with consistency*

In order for the participants to have a comprehensive understanding of the latest developments in the field of EU accession, particular attention is paid to the consistency of the curriculum. This element is of crucial importance for a training lasting 10 working days and including two one-day study visits in the EU institutions in Brussels. The content of the different sessions are therefore interlinked and set the conditions for a strong coordination between the trainers, in particular to avoid overlaps, but also to ensure a consistent evolution throughout the training.

To keep the attention of the audience at its best and maximise the benefits of the seminar, presentations are designed with the right degree of technical details. Moreover participants' needs are constantly taken into consideration by the trainers who are able to quickly adapt their presentations to the participants' requests. As a result, presentations are more focused, and still leave room for questions from the participants.



CONTENT

The two-week curriculum is composed of 5 clusters:

Cluster 1: The European Union and the Enlargement Process

Designed at an advance level, the Spring School will:

- Refresh participants on the Post-Lisbon structure and Decision-Making in the EU;
- Offer an historical perspective on the European integration and explain the rationale behind enlarging and seeking EU membership;
- Make participants reflect on the latest developments and challenges ahead.

In addition, the recent experience of Croatia will be presented, taking the perspectives of both Zagreb and Brussels for a comprehensive overview.

Cluster 2: EU Accession Negotiations

One day will be dedicated to the EU accession process from the perspective of negotiations. Participants will play the role of either representative of the EU or of a fictive candidate country. The simulation exercise will focus on the following elements to be negotiated:

- Priorities: which chapter is the most important;
- Time schedule: which chapter should be discussed first;
- (Financial) Support.

Cluster 3: (selected) EU Acquis Chapters

One fourth of the curriculum will be devoted to specific EU Acquis Chapters of relevance to the participants. Given their importance (as outlined in the case of Croatia and current open negotiations), Chapters 23 (Judiciary and fundamental rights) and 24 (Justice, freedom and security) will be extensively presented. The other selected Chapters are:

- Chapter 1: Free movement of goods, and Chapter 2: Freedom of movement of workers;
- Chapter 11: Agriculture and rural development OR Chapter 15: Energy;
- Chapter 19: Social policy and employment;
- Chapter 22: Regional policy and coordination of structural instruments;
- Chapter 27: Environment.

Cluster 4: Cross-cutting issues linked to the European integration

In order to complement the first and third clusters, the following cross-cutting themes will be included in the curriculum:

- EU terminology, in particular its fundamentals, the legal language and translation issues;
- European economic governance, focussing on the European economic integration and the impacts of the current crisis (in particular in future enlargements);
- The efficient use of the EU server for an efficient research of data available online.

Cluster 5: Meetings in the EU institutions

Two working days will consist of meetings in the EU institutions with key stakeholders from the European Commission (DG Enlargement), European Parliament, Council of the EU and European



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External Action Service. In order to ensure fruitful discussions, some of the meetings will be held in smaller groups, e.g. for participants of a given country with the official responsible in the specific Unit within DG Enlargement of the European Commission.

TRAINING FACULTY

The College of Europe relies on and mobilises trainers offering an outstanding combination of academics and practitioners. The selection of the trainers will be based on the following criteria, paying particular attention to their expertise on the topic and their experience in addressing the target audience:

- Excellent educational background and level of English;
- Longstanding professional experience at EU level and/or strong academic track-record;
- Readiness to prepare specific practical cases for the purpose of the Spring School;
- Proven training skills in the framework of professional training courses, and in particular with the target group.

Moreover the College of Europe values the following additional skills that will be part of the requirements for the training faculty:

- One trainer per specific session/topic (instead of a speaker asked to cover more than his/her field of specialisation);
- Proven ability to guarantee as much interactivity as possible and to keep participants' attention to its maximum;
- Readiness to engage into discussions with the participants.

The Spring School will therefore include as trainers:

- Visiting Professors of the College of Europe highly experienced in training civil servants;
- Officials from the EU institutions sharing their first-hand insight;
- Experts cooperating with the College of Europe, as independent experts or within their partner institutions, such as the Institute for International Relations – *Clingendael*.

THE COLLEGE OF EUROPE

Founded in 1948 as the world's first university institute of postgraduate studies in European affairs, the College of Europe is a centre of academic excellence preparing individuals to work and live in an international environment and to contribute to the functioning and progress of an increasingly interdependent European and international society. In addition to its six masters programmes, the College of Europe designs and implements professional training courses in EU affairs targeted at public officials, private sector professionals and decision makers, as well as staff of civil society organisations. These courses are designed according to the beneficiaries' specific needs and expectations, and delivered by experienced high-level experts of the College of Europe network.

As the College of Europe is constantly adapting its academic programmes to the recent developments



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at the European and international levels, its professional training expertise follows the same evolution. Recently the College of Europe has therefore delivered a series of training modules on the EU's enlargement process to the Western Balkans, and more particularly on the EU Accession Negotiations. Those recent experiences include a five-day Training of Trainers on that particular topic, specifically designed for ReSPA as a pilot course in November 2012.

The College of Europe and the Regional School of Public Administration (ReSPA)

A long-lasting cooperation is uniting the College of Europe and ReSPA. Since 2008 ReSPA has been generously financing the participation of 14 civil servants in the College of Europe's flagship professional training course on EU affairs. The "Intensive Seminar on the EU" is a three-week professional training course taking place in its Bruges Campus every year in July, and gathering around 50 professionals from all over the world. In 2013 the Seminar will be organised for the 20th year in a row.

Moreover the College of Europe designed and implemented, in cooperation with and for ReSPA, a five-day Pilot Training of Trainers (ToT) course on "EU Accession Negotiations". Twenty-one participants took part in this intensive and demanding course, delivered in ReSPA premises in November 2012.

These two types of cooperation have always been highly valued by participants, and set the grounds for further ways of joining forces. The Spring School is their latest cooperation initiative.

DRAFT AGENDA

The draft agenda included on the next pages consists of a proposal which should not be reproduced without the written permission of the College of Europe. The attached draft version will be finalised during discussions with ReSPA and the selected trainers.

WEEK 1: Monday 11 - Friday 15 March 2013

Monday 11	Tuesday 12	Wednesday 13	Thursday 14	Friday 15
9.00-10.00 Presentation of the Programme & the Participants	9.00-13.00 EU Terminology: Fundamentals, Legal Language and Translation	9.00-12.30 Croatia's Accession to the European Union - Part I: A view from Zagreb	Study Visit in Brussels European External Action Service 10.30-11.30 Inter-institutional Relations 12.00-13.00 Western Balkans Division	9.30-12.30 EU Accession Negotiations - Part I: Introduction, Presentation of the Simulation Exercise and Preparation
10.00-12.30 The European Union and the Enlargement Process - Part I: <i>Historical Perspectives: an ever closer integration</i> <i>Rationale behind enlarging and seeking EU membership (e.g. Elarg VS ENP)</i>				
<i>Lunch Break - Verversdijk</i>	<i>Lunch Break - Garenmarkt</i>	<i>Lunch Break - Garenmarkt</i>	<i>Lunch Break - Brussels</i>	<i>Lunch Break - Verversdijk</i>
13.30-15.30 The European Union and the Enlargement Process - Part II: Post-Lisbon Structure and Decision-Making in the EU	14.30-17.00 The European Union and the Enlargement Process - Part III: Results of the Group Work	14.00-17.00 Croatia's Accession to the European Union - Part II: A view from Brussels	European Commission 14.30-15.30 Unit A1 Strategy & Policy 15.45-16.30 Meetings in the different Units (in smaller groups)	13.30-16.30 EU Accession Negotiations - Part II: Simulation Exercise and Debriefing
15.30-17.00 Group Work: Participants prepare a presentation for Tuesday afternoon				16.30-17.00 Week wrap-up & debriefing
<i>19.00 Welcome Drink</i>	<i>17.15-19.00 Walking Guided Tour of Bruges</i>			
<i>19.15 Dinner</i>	<i>19.00 Dinner</i>	<i>19.00 Dinner</i>	<i>19.00 Dinner</i>	<i>19.00 Dinner</i>



WEEK 2: Monday 18 - Friday 22 March 2013				
Monday 18	Tuesday 19	Wednesday 20	Thursday 21	Friday 22
9.00-12.30 EU Acquis Chapters 23 & 24 - Part I: Rationale and Legal Requirements (Council of the EU)	9.00-10.45 EU Acquis Chapters Chapter 27: Environment 11.15-13.00 EU Acquis Chapters TBC Chapter 11: Agriculture and Rural Development OR Chapter 15: Energy	<u>Study Visit in Brussels</u> Council of the European Union	9.30-12.30 European Economic Governance - Part I: The European Economic Integration and the current Crisis	9.30-12.30 EU Acquis Chapters Chapter 19: Regional Policy & Coordination of Structural Instruments
<i>Lunch Break - Garenmarkt</i>	<i>Lunch Break - Verversdijk</i>	<i>Lunch Break - Council of the EU</i>	<i>Lunch Break - Garenmarkt</i>	<i>Lunch Break - Verversdijk</i>
14.00-17.00 EU Acquis Chapters 23 & 24 - Part II: A Practitioner's Insight (European Commission)	14.00-15.45 EU Acquis Chapters Chapter 19: Social Policy and Employment 16.15-18.00 EU Acquis Chapters Chapter 1: Free Movement of Goods; and Chapter 2: Freedom of movement of Workers	European Parliament The EP and the Enlargement Process Panel Discussion with MEPs	14.00-16.30 European Economic Governance - Part II: Possible Impacts of the current Challenges on Future Enlargement	13.30-16.30 EU Fact Finding Effective Online Research of EU Information 16.30-17.00 Conclusions & Awarding of Certificates
<i>19.00 Dinner</i>	<i>19.00 Dinner</i>	<i>19.00 Dinner</i>	<i>19.00 Dinner</i>	<i>19.00 Dinner</i>