

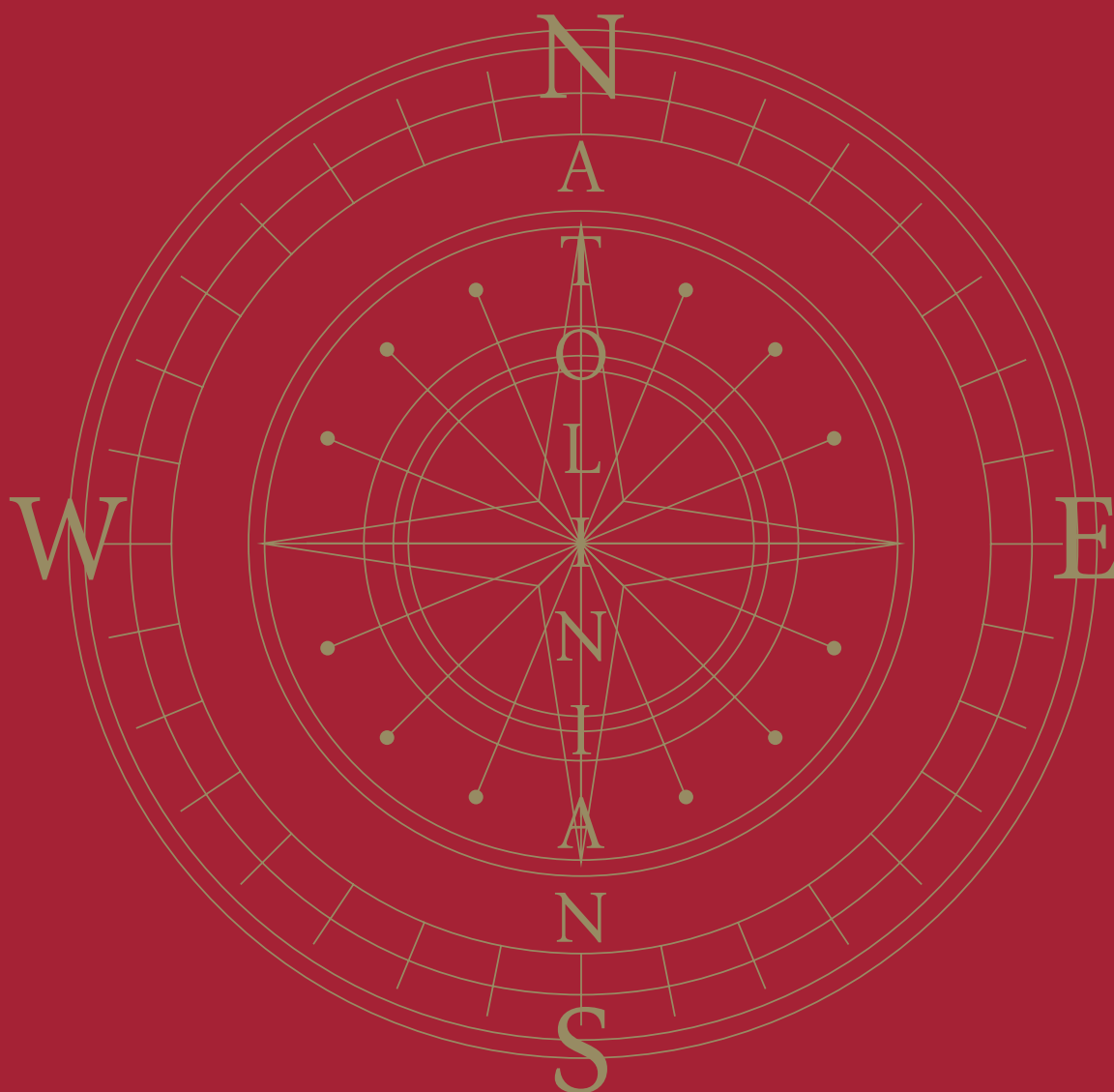


Brugge

College of Europe
Collège d'Europe

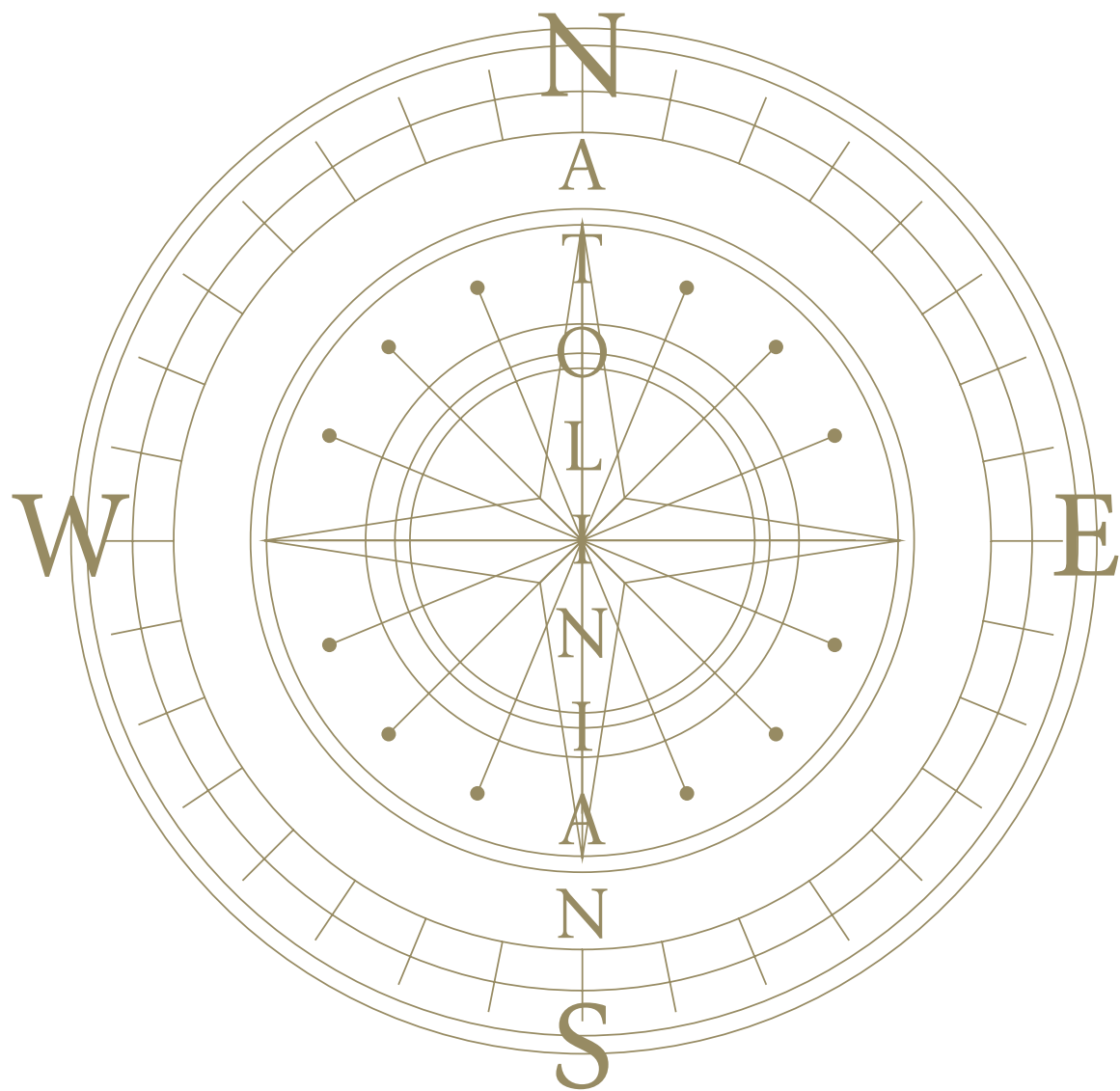


Natolin



COLLEGE OF EUROPE IN NATOLIN

ACTIVITY REPORT 2009-2019



COLLEGE OF EUROPE IN NATOLIN VOL. 1

ACTIVITY REPORT 2009-2019

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INTRODUCTION BY THE VICE-RECTOR

The College of Europe, from its founding in 1949 as a precursory institution of European integration, has always anticipated the future.

The creation of the College's sister campus in 1992, at Natolin, a district of the Polish capital, Warsaw, reflected the reunification of a divided continent and foretold the eastern enlargement of the European Union. Over the past decade, as the EU continues to face a new series of internal and external challenges, including in the vital strategic spaces beyond its eastern and southern borders, the College of Europe in Natolin has redoubled its efforts to prepare Europe's future leaders to think and act with a wider perspective.

Recently, we witnessed the 25th Graduation Ceremony at the College of Europe in Natolin. Therefore, it seemed appropriate for this Activity Report 2009-2019 to look back and take stock of Natolin's development over the past decade, a period in which the institution experienced significant growth and change. I can say without hesitation that the past decade, as outlined in this report, was the most dynamic in Natolin's history. While writing these words in June 2020, after several months of the coronavirus pandemic, I must also add that without all the reforms and achievements of the past 10 years, the College of Europe in Natolin would not have been able to respond to the challenges posed by the pandemic as effectively as has been done so far.

In the past decade, the College of Europe in Natolin increased the number of students from 83 to almost 140 and the number of first choice applications has risen by 260 per cent, established 2 fully fledged Academic Chairs, built a small but comprehensive structure of professional administration, profoundly modernized

the conceptual and technological aspects of the learning process, and strengthened group and individual cooperation with its students and their representation.

Today, after more than 25 years of existence we can say with certainty that the decision to create and consistently develop the Natolin campus has been crucial to the development of the College of Europe as a whole. Bruges and Natolin do not represent the centre and the periphery of Europe or the College, but rather they are two complementary faces of one European educational institution working closely together to carry out its unique role and mission. It is of great advantage to the College as a whole that whilst Bruges lies close to the institutional centre of Europe, Natolin is located at the centre of the wider Europe in what is a highly symbolic place with regard to the fate of the continent, and not just in the 20th century.

Such dynamic growth of the Natolin campus would of course not have been possible without the engagement of a large group of people and many institutions both within and outside the European Union. Over the last decade in Warsaw we have striven continuously to build on the successes of Natolin's previous Vice-Rectors: Ettore Deodato (1993), David Lewis † (1994-1996), Jacek Saryusz-Wolski (1996-1999), Piotr Nowina-Konopka (1999-2004) and Robert Picht † (2004-2007). And a word of profound thanks should also be given to the governing bodies, professors and administrative staff of our sister campus in Bruges. Above all we need to acknowledge our sincere and heartfelt gratitude to former and current Rectors, especially Professors Paul Demaret and Jörg Monar who have served in this role during the past decade.



↑ Ewa Ośniecka-Tamecka, Vice-Rector of the College of Europe in Natolin

Neither the successes of the decade 2009-2019, nor the publication of this report would have been possible without the support of many friends of our institution, our Executive Board and above all those who work and have worked at the College of Europe in Natolin. Every member of staff, past and present, has played their part in this success, led as they are by the heads of the various Chairs and Departments: Natolin's faculty, both permanent and visiting; the academic administration; student affairs and professional development; languages and intercultural dialogue; the library; communications and recruitment; development; finance and budget teams, as well as the administrative, support and technical staff.

Above all, we have consistently fashioned a unique 'Natolin community' with a team-oriented work culture and highly committed *esprit de corps*. Particularly conducive to the building of this internal cohesion have been the campus' location and its unique historical and contemporary infrastructure, as well as the utterly captivating surroundings of the Natolin nature reserve, all of this requiring particular care, maintenance and engagement.

Nonetheless, it must be added that Natolin's singularity has been and is in no small measure created by its students. They not only study here, but also live here, unwind, and carry out all manner of extracurricular activities, both formal and informal. Over the years many of them have dedicated considerable amounts of their valuable time to our community, as student representatives, as the organisers of all sorts of enterprises and events, and often simply as unique characters whom we shall never forget. All of them have contributed to making Natolin what it is today.

Last but not least, I extend my gratitude to the foundation Natolin European Centre (NEC), which from the earliest days of this extraordinary project managed and maintained this historical site whose great beauty still astounds us on a daily basis.

So it is with sincere thanks to all the co-authors of Natolin's success over the past 10 years and indeed the past quarter century, as well as to all the friends of the very idea of the College of Europe as an institution which goes on adapting itself optimistically to the spirit of the times, that I invite you to read this report. You will find in it descriptions of the many and varied challenges and successes of the past decade captured in the hard language of facts and figures. I hope that in reading the report and reflecting upon it you will be able to start to chart the course for the College of Europe in Natolin for the next decade and on into its next quarter century.

Ewa Ośniecka-Tamecka

Vice-Rector of the College of Europe in Natolin
(2007-)



↑ Front view of the Natolin Palace, which dates back to 1780



EXECUTIVE SUMMARY

The College of Europe in Natolin offers a one-year programme leading to a postgraduate advanced Master of Arts in European Interdisciplinary Studies (EIS). From the outset, the **interdisciplinary approach** was adopted as the core feature of the EIS programme, which is designed to provide students from EU and non-EU countries with a comprehensive, complex understanding of the European integration process. The curriculum addresses both the **internal and external dimensions of the EU**, with a focus on the EU's wider neighbourhood, including countries that are candidates for EU membership or part of the European Neighbourhood Policy (ENP).

The years 2009-2019, described in this report, have been a period of **deliberate and systematic change** at Natolin. The core academic curriculum was **expanded and strengthened**, with a substantial increase in staff, students and courses offered. The College's institutional strength and research capacity were reinforced, new outside partners found, and finances put on a sound and sustainable basis. In a decade that began with the global financial crisis and cutbacks in funding from some sources, the College of Europe in Natolin **doubled its overall budget** while diversifying its sources of financing.

Such progress was not accomplished by passive conservation of the old institutional framework. Instead, by

reorganising and consolidating many of the College's activities into functional units, with well-staffed teams able to deliver high-quality content, the College of Europe in Natolin could devote an increasing portion of its total budget (42 per cent in 2019 versus 25.5 per cent in 2009) to teaching and research. This included a substantial increase in the size of the visiting faculty, the establishment of **two Academic Chairs** at the campus and substantial **additions and refinements** to the EIS curriculum.

A STUDENT-CENTRED APPROACH

In 2014, a special task force was created to review the academic programme at Natolin based on **wide consultations** among staff and students. It led to a substantial reform of the curriculum.

In particular, Natolin students can now specialise in one of **four majors**: *EU Public Affairs and Policies*; *The EU in the World*; *The EU and its Neighbours*, and *European History and Civilization*.

Two obligatory weeklong **study trips** per student – to the EU, ENP and Western Balkan countries – are an integral part of the EIS programme. The study trips



↑ Closing Ceremony of the academic year held in the Natolin Gardens

are a **unique endeavour** of the College of Europe in Natolin, designed to impart information and experience that cannot be conveyed by traditional means. Their **inestimable value** is rooted in a harmonious blend of distinctive and carefully thought-through features. Between the academic years 2009/2010 and 2019/2020, the College of Europe in Natolin has organised **50 study trips** for its students to around **24 countries**.

As part of the overhaul of the core curriculum, new course categories were introduced, with an increased emphasis on **interactive formats** such as workshops, simulations, compact seminars, and masterclasses. The main goal was to streamline and strengthen the transition from the EIS introductory courses to its specialised courses, especially in the programme's second

semester. The curriculum is **bilingual** (with coursework in English and French) and revised annually to adapt to new developments, priorities and needs. More online tools and **digital technologies** have been embedded into the curriculum and campus life as part of a broader process of digitalisation.

The revamped EIS programme features a variety of **extracurricular activities and events** – such as international conferences, high-level guest lectures, and roundtable debates – that allow students to interact with eminent scholars, public officials, and leading practitioners in many fields. This is part of a wider effort by the College to help students bridge their academic and professional lives.

The College of Europe in Natolin has consistently focused on **preparing students for successful careers**. In 2008-2014, support was provided by a single Student Affairs Officer. In response to growing needs and more demanding job markets, the Natolin Careers Service (NCS) was created in 2014 (now the Natolin Careers and Professional Development Office), coordinating its functions with the Student Affairs Office (SAO) since 2017. Since 2019, both units are under the management of the Head of Community and Professional Development.

The office's ever expanding and evolving offer of workshops, meetings with alumni and career advisors as well as one-on-one coaching sessions, have **clearly helped** College graduates, as the average time needed to secure a first job or internship decreased from five months in 2009 to just two months in 2018. More attention is also being paid to developing versatile personal abilities that UNESCO describes as '**transversal skills**' – including cross-cultural communication, international negotiation, debating, and leadership. These are instilled through the core EIS curriculum – where most courses comprise discussion, presentations, and role-playing – and where strict standards and deadlines require students to show resilience, flexibility, and the ability to manage large workflows independently.

Mastering **foreign languages** and **intercultural communication** is vital in today's mobile, interconnected labour markets. The Natolin Language Service (NLS), created in January 2008 (now the Natolin Languages and Intercultural Dialogue Office), responds to this need while meeting the Erasmus+ objective 'to improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness'. The office's initial three-person staff has grown to a 10-strong team of language professionals, while the languages on offer have expanded from English and French to include Arabic, German, Italian, Polish, Russian, and Spanish – all taught at every level of the Common European Framework of Reference for Languages (CEFR). Additionally, the annual **Summer Language Academy** prepares incoming students for their bilingual studies at Natolin.

Students are assisted outside the classroom by the Student Affairs Office. Its mission is to foster an **inclusive community** that allows students to transcend cultural barriers, challenge stereotypes and freely learn from each other. Among the activities supported by SAO are Student Societies, which form an important part of life at Natolin. SAO also balances the demanding academic programme with a slate of leisure and sports activities, ranging from choir rehearsals to football. SAO has also developed close ties with local NGOs, giving students **practical experience** and another **networking opportunity**. Student representation has played an increasingly strong and **constructive role** on campus since the adoption of the *Standing Orders for Student Representation and Student-Staff Consultation* in 2018.

A RESEARCH AND TEACHING HUB

The reporting period also saw the College of Europe at Natolin develop into a **centre of excellence** in research and teaching.

A watershed moment came in 2011-2012, when by decision of the European Parliament, the European Civilization Chair (EC Chair) was re-founded, and the European Neighbourhood Policy Chair (ENP Chair) was established at Natolin with funding from the European Commission. These **Academic Chairs** contribute directly to two of the EIS programme's four majors (*European History and Civilization* and *The EU and its Neighbours*, respectively), along with other specialised courses and supervision of Master's theses.

Just as important, the Chairs and their staff have become the **core for academic research**, organising international conferences, symposia and high-level lectures, while publishing monographs, textbooks, scientific articles and opinion pieces. In less than a decade, through energetic and committed leadership, the Chairs have become **internationally recognised hubs** for knowledge on crucial topics, such as revolutionary movements in Eastern Europe (EC Chair) and the EU's relations with its neighbours to the East and South (ENP Chair).

The landmark *Three Ukrainian Revolutions* project (3R), conducted in cooperation with **distinguished partners** such as Harvard University, the Kyiv-Mohyla Academy, and the *Centre d'études des mondes russe, caucasien et centre-européen* (CERCEC, Paris), has assembled a **unique oral history repository** of Ukraine's political and social transformations since 1990. The scholarly yield to date includes an international conference, three major symposia, a seminar, and the publication of two collective volumes, with more to follow.

The ENP Chair, meanwhile, has published the **first-ever handbook** on the EU's Neighbourhood Policy framework (by Routledge, in 2018), along with 9 monographs and edited volumes, 34 peer-reviewed articles, 33 book chapters and 39 policy briefs and op-eds. Its **flagship project**, the *ENP PhD Summer School*, has brought more than 100 doctoral students from leading institutions to the College of Europe in Natolin over the past six years to analyse a selected theme in European foreign policy and the ENP's eastern and southern dimensions. The **unique interdisciplinary programme** combines lectures by leading scholars, experts, and practitioners with an opportunity for participants to present their PhD projects and benefit from expert feedback.

Another example of innovation at the College is a new series of **interdisciplinary thematic hubs**, or 'Nests', started in 2018. Their purpose is to link academic teaching and research with a practical, policy-oriented approach. The Natolin Nests incorporate students' extra-curricular and professional activities, with support and involvement from external partners. For the academic year 2018/2019, four Natolin Nests were established: *Energy Governance*; *Human Rights in a Digital Era*; *Revolutions and Social Movements*, and *Migration*. These were updated in 2019/2020 and consolidated into the three present Natolin Nests: *Energy Governance*; *Humans and Technology*, and *Security*.

Libraries are at the heart of any great educational institution, and the Natolin Library has made **great strides** in the last decade. Its resources on European issues, EU neighbourhoods, and transatlantic, regional, and global affairs are **respected by specialists**, bolstering

its status as a European Documentation Centre (EDC) and coordinator of Poland's EDC network. Natolin's European studies library is one of the **most comprehensive** in Central Europe, and its holdings have grown by more than 84 per cent over the past decade. The more than 45,000 volumes are augmented by access to online collections of electronic journals and e-books.

Last but not least, the College of Europe in Natolin provides students with ample opportunity to participate in a **wide variety** of extracurricular activities and events, which range from international conferences, high-level guest lectures, round-table debates, cultural events as well as special ceremonies on occasions such as the opening of the academic year or graduation.

Most events organized on the campus are attended not only by Natolin students and staff, but also by wider audiences from Warsaw and beyond. In past years, many of these events have also been live-streamed on the College of Europe website and social media, allowing them to be shared with alumni and other external audiences.

COMMUNICATIONS AND RECRUITMENT

The four pillars upon which the **steady growth** of the College of Europe in Natolin rested between 2009 and 2019 are communications and recruitment, alumni relations, development, and finance.

The first is the most basic and easiest measured. Student enrolments at Natolin have expanded significantly in the last ten years, as have applications to the EIS programme, even as the numbers of university-age students in the EU have dwindled and the educational market has grown more competitive. Since 2008/2009, the student body expanded from 83 to 137 in 2018/2019 (**an all-time high**), with no dilution of academic standards. Instead, there has been an **increase in diversity**, with the current 2019/2020 enrolment counting on 133 students drawn from 32 nationalities. Over the same period, the number of first choice applications to the



↑ Natolin hosts around 130 students from more than 30 nationalities

EIS programme among College of Europe applicants has risen by **260 per cent**.

The explanation for this success is twofold. Firstly, the **attractiveness** of the College and its academic programme has increased among prospective students, bolstered by the revamped and expanded curriculum and Natolin's growing reputation as a research institution. Secondly, **institutional changes** have facilitated a more targeted and effective approach to recruitment. The setting up of a new Communications Office in 2013, and its expansion into a Communications and Recruitment Office in 2015, were crucial steps in the process, putting communications, marketing, admissions, and alumni relations under one umbrella.

ALUMNI RELATIONS

The College of Europe experience does not stop at the end of the academic year. With more than **14,500 alumni from around 50 countries**, our graduates join a global network of young leaders, featuring personalities who have reached senior positions in the public and private sectors. Our graduates successfully pursue a career in European and international affairs, international business, national administration, NGOs, journalism or the academic world.

Thus, the second pillar is built upon the important role that the College has to play in **keeping the alumni community connected**. Alumni relations are also of paramount importance in **promoting** the College of

Europe in Natolin and the EIS programme. Accordingly, Natolin acts in various ways to maintain and develop alumni relations. These activities include holding **alumni reunions**, supporting the **Natolin Ambassadorship Programme**, taking part in events organised by Regional Alumni Groups in various countries, **distributing the Natolin Quarterly** to the alumni, and cooperating with the College of Europe Alumni Association.

DEVELOPMENT

The College of Europe in Natolin's third pillar of growth consists of **inter-institutional cooperation** and **development activities**. Here as well, significant strides were made during the reporting period. Natolin's institutional partnerships embrace universities and research institutes, as well as other public or private organisations whose interests coincide with those of the College. Developing such links and converting them into synergies has been of fundamental importance.

In this respect, 2009-2019 turned out to be a highly significant period, as the College significantly **broadened and deepened** its collaboration with a wide range of higher education institutions, research centres, civil society and private sector entities in Europe and beyond.

Crucially, these contacts allowed the College to identify new opportunities for support at a time when traditional sources of public financing were under pressure. Such cooperation can directly affect the student experience, as in the College's efforts to engage with local Polish (or Poland-based) educational institutions and NGOs on topics close to student interests, or with strategic partners who can offer practical expertise and potential career opportunities.

Building on this **expanding range of activities** and **growing network** of stakeholders and partners, development work has played a more prominent role at the College over the last 10 years. The aim is to share Natolin's **special expertise** on the EU, the ENP, and the transitions and associations process with audiences in Europe, its immediate neighbourhood and beyond. The

geographical scope of Natolin's development efforts has grown significantly in recent years, to include not only the EU and ENP countries, but the Western Balkans and South East Asia. These activities generally fall into three categories: educational modules (the *Warsaw Euro-Atlantic Summer Academy*); executive education (for journalists, public servants, NGOs, and other stakeholders), and e-Education (blended learning projects).

FINANCE

Turning to the fourth and last pillar of Natolin's future development, the financial condition of the College has witnessed a **steady improvement** in the last ten years.

After the initial shock of the global financial crisis faded, a series of measures were taken to **stabilise and then strengthen** College finances. On the one hand, new revenue was secured (notably from the European Commission for the two Academic Chairs) enhancing the quality and attractiveness of the academic program. On the other hand, **prudent budgeting** sought to optimise costs through **modern methods** of financial management and control. The result was an expansion of the annual budget from EUR 3.6 million in 2009 to EUR 6.5 million in 2019. With income and expenditures kept in balance, relatively small but regular financial surpluses were generated and allocated to statutory activities.

Equally important for developing the College's reputation as premier academic institution, a deliberate decision was made to devote a greater share of the budget to academic activities, as mentioned at the beginning of this executive summary. Administration took a smaller bite out of the overall budget, even as its staff and the scope of its activities grew.

Today, after more than a quarter century of existence, the College of Europe in Natolin is a **mature institution** of higher education, with an established reputation, strict academic standards, and a stable and transparent economic foundation.

ESTABLISHING THE COLLEGE OF EUROPE IN NATOLIN



“(…) Thus, it crossed my mind during my discussion with the minister [of Foreign Affairs, Krzysztof Skubiszewski, in a meeting that took place in October 1989] – and I shared this thought with him immediately – that in the changed state of international relations it might not be the best idea to create an entirely new institution to educate and train foreign service officials, especially if they were to be educated with a view to Poland’s integration with the European Communities. Rather, I thought, it might be better to anchor, in Poland, a branch of a postgraduate studies institution that had been in operation for decades; one that reflected the post-war European realities, one that had a tested academic programme and working methods, and one that had an already established and well-earned reputation.

I ardently wanted to do something useful, even on a very small scale, for Poland: the country that had rejected communism but which was still weighed down with its legacy; the country faced with enormous challenges and with immense, unprecedented tasks

ahead. A campus of the College of Europe located in Poland could form European affairs specialists who would successfully fill the human resources needs of the foreign affairs ministry and other state institutions, but also the needs of the private sector and its links with the European market. Both public and private sector employers in the West had for a long time appreciated the substantive, psychological and linguistic preparation of the College of Europe alumni for professional activities at the international level. Why could it not be the same in Poland? (…)

My thoughts and arguments during that discussion with the minister went even further. In my mind, anchoring in Poland a campus of a higher education institution that enjoyed special relations with the European Communities could be one of the factors in the gradual building of EC peoples’ and institutions’ trust and confidence vis-à-vis Poland. It could also reduce the psychological gap that had formed between Poland and the West during the period of the Cold War and communist dictatorship. In addition, as far as the presence of international institutions, Warsaw was a very ‘poor relation’ compared to cities such as Brussels, Paris, Geneva, Vienna or Rome. Therefore, it seemed to me that the idea of anchoring, in Warsaw, of an even small European postgraduate studies institution, which would attract, every year, dozens – perhaps hundreds in the future – of students and professors from various countries should merit attention

and support. Implementation of this idea would be one of the elements of building bridges between Poland and the rest of Europe. (…)

As the Rector of the College of Europe, I visited over a dozen of the best, the most renowned and often beautifully located postgraduate studies centres in Europe and in America. These were schools of public administration, business schools, schools of international relations and political science... The Natolin campus bears comparison with all of them, and as far as working and living conditions it offers its students, these can be the object of envy by all the institutions of similar kind. However, to stress this aspect does not imply forgetting what is the most important: Natolin continuously enriches its academic programme; it attracts more and more students from the East and from the West, and it radiates the same spirit that had been born over 60 years ago in Bruges. Many of its alumni have been competitively selected to join European institutions. Others are active in the public or the private sector of their own countries. And each year, Poland expands the circle of her young friends and advocates in all the regions of Europe. For someone who, in the memorable year of 1989, put forward the idea of creating the second campus of the College of Europe, this is the source of joy and satisfaction.”¹

Jerzy Łukaszewski †
Rector of the College of Europe in Bruges (1972-1990)
Ambassador of Poland to France (1990-1996)

¹ Jerzy Łukaszewski †, ‘*Jak powstał Natolin?*’ (‘How Has Natolin Come into Being?’), essay in the collection of the College of Europe in Natolin, 2016. Translated from Polish by Ms Judyta Fiedin, College of Europe in Natolin.

The College of Europe was established by a decision of the Hague Congress of 1948, which many regard as the founding event of modern European integration. When the College opened its doors in 1949, only four years had passed since the slaughter and destruction of World War II. Young Europeans **living and learning together**, imagining a Europe of peaceful cooperation – when only a few short years before they had been training to kill one another – was a project that might be regarded as visionary or even outlandish. Yet the experiment succeeded. The College of Europe became the **first truly European educational institution** of the post-war period, preparing generations of young people for a new European future.

From the outset, the College's mission has been to offer postgraduate education in European integration **in the widest possible sense** – examining the idea's challenges and potential in economics, law, politics, and international relations. The objective has always been to prepare students for leadership roles requiring a strategic understanding of European issues, whether at the regional, national, or international level, or in the public or private sector.

Based then in the city of Bruges, in Belgium, the College of Europe's first preparatory class in 1949 included students from Austria, Belgium, Bulgaria, France, Germany, Greece, Hungary, the Netherlands, Poland, the United Kingdom, and the United States. Within a few years, however, students from the Central and Eastern European countries that had fallen under communist rule all but disappeared from the rolls. This represented at least a **partial failure** to adhere to the College's original vision, imposed by the historical forces that had divided Europe.

As an institution, the College of Europe was largely shaped under the long tenure (1950-1972) of its first Rector, Hendrik Brugmans †, a visionary pioneer of European education. Yet it was perhaps no accident that the College in Bruges was next entrusted to Jerzy Łukaszewski †, a Pole whose motherland, Poland, was at that time still locked behind the Iron Curtain. Łukaszewski devoted 30 years of his life to the College

and served as Rector for 18 years (1972-1990). From the first year of his rectorship, Jerzy Łukaszewski introduced ground-breaking reforms that still define the College of Europe today. Łukaszewski's ideal had always been to accomplish in reality the original vision of the College of Europe defined in 1949: **to underline the necessity of European unity**. This could only be realised after the momentous changes that started in 1989, which brought the collapse of communism in Central and Eastern Europe. That is why Jerzy Łukaszewski is also rightfully seen as one of the founding fathers behind the establishment of the sister campus of the College of Europe in Poland.

Thanks to his vision and determination, the College of Europe was able to establish a **sister campus** in the Warsaw suburb of Natolin in 1992, symbolizing a fresh start for a reunified continent. The decision was taken together with the Polish government, making the College one of Europe's first institutions to enter a partnership with the new political, economic, and social order emerging in Central and Eastern Europe. The College of Europe in Natolin is a separate legal entity under Polish law with its own sources of financing but shares with its sister campus in Bruges a strict admissions and accreditation process and high academic standards.

As part of the agreement to establish the new campus, the Polish government offered use of the **historic Natolin Palace and its 120-hectare park**. Before the College could open its doors, however, the former royal hunting lodge needed to be rescued from disrepair and **new facilities** built to accommodate an institution of higher education. All this required significant time and financial support, the latter coming mainly from the European Union and the Polish government.

By establishing a presence in Central Europe, the College **anticipated the enlargement** of the European Community. By accepting students from both EC/EU member states and prospective entrants from Central and Eastern Europe, the institution helped lay the groundwork for **European integration** as it assisted these aspirant countries in their post-communist transition.

In a way, Natolin became a pilot project for bridging the East-West divide. The idea was to form a **single community** – living and learning under one roof about the prospects for a new, wider, re-integrated Europe. From the outset, Natolin was intended to host more or less equal numbers of students from East and West, creating an opportunity for a genuinely balanced dialogue.

The College's core mission did not change. Future policymakers, leaders and administrators still needed to be schooled in European institutions, laws, economic policies, financial rules and regulations. However, Natolin had an equally crucial role to play in educating Western Europeans about Central and Eastern Europe – including the complex history, politics and socio-economic issues these countries brought to the table. Eastern Europeans also needed to learn much more about the EC/EU. The College of Europe in Natolin, with its **plethora of experts**, served as a physical bridge between these two dimensions.

Over the years, the mission of the Natolin campus, determined to some extent by its geographical location, has been reinterpreted. Removing the East-West divisions has increasingly become a departure point for a **profound understanding** of the many differences that characterise modern Europe, and not just those of a regional or historical nature.

Northern and southern Europe, post-industrial and still manufacturing Europe, green Europe and hydrocarbon Europe, globalised and native Europe, Europe of an ever growing number of the retired and Europe of the youth struggling to navigate the current job market, digitally advanced Europe and Europe still relying on print or even craft, Europe fully open and Europe protecting its separateness, Europe trying to invest in its own collective security and Europe of a strong alliance with the USA, Europe prioritising common values and Europe of contractual benefits – **these and other dividing lines and debates** do not run today across countries, but rather their regions and cities, and sometimes even within European families.

The Natolin formula creates the opportunity for an **optimal understanding** of the challenges of the present and to prepare for the ones of the future. The overall aim remains what it has always been – to prepare graduates to assist European integration, and to contribute to wider discussion of the challenges integration poses to the EU member states and their neighbours.

Ever since its creation, the College of Europe in Natolin has been home to the **European Interdisciplinary Studies academic programme**, regularly adapting its contents to the changing international situation. Thus, in the 1990s and 2000s, a key element of the College curriculum was EU enlargement. This mission was largely accomplished in 2004-2007. Indeed, many **Natolin graduates** – both from the EU and from the then-candidate countries of Central and Eastern Europe – were negotiators of these accession agreements.

In 2008, after the EU's first round of eastern enlargement, the academic programme continued to respond to the **growing need for experts** in European integration processes. Yet it also built on the previous enlargement focus to prepare for a **new and wider mission**: projecting EU policies outwards into the immediate neighbourhood and, eventually, towards potential future enlargement.

Over the past decade, building on its experience and accumulated expertise, the College of Europe in Natolin has become a recognised **centre of excellence and knowledge hub** in two additional academic fields. In 2011, the College re-founded the European Civilization Chair, whose research and teaching activities have contributed to Natolin's approach of taking a **'longer view of Europe'**. Special scholarships were established for Master's students wishing to specialise in the history of our continent.

The College's second new focus was the European Neighbourhood Policy (ENP) and EU neighbours in general. Natolin's ENP Chair, established in 2012, has greatly contributed to its academic offerings and research on these issues. This expansion of the College's expertise to a **'broader view of Europe'** was accompanied by



↑ Jacek Saryusz-Wolski, Plenipotentiary for European Integration of the Polish government, Gabriel Fragnière †, Rector of the College of Europe in Bruges, and Jacques Delors, President of the European Commission, inaugurated the College of Europe in Natolin on 26 May 1994

a new scholarship scheme – the ENP scholarships – allowing students from both the EU and ENP countries to hone their specialisations and Master's theses in ENP-related matters.

Furthermore, responding to changes in the EU's agenda and its own experience in enlargement negotiations, Natolin has **sharpened its focus** on the Western Balkans since 2017, monitoring these countries on their **path towards EU accession** and deepening its expertise on the region.

The College of Europe in Natolin is determined to remain a **centre of excellence and hub for knowledge** in interdisciplinary European studies, especially as they concern European integration and **the EU's internal and external dimensions**. Notable areas of focus include

European history and civilization, EU enlargement processes, and the ENP. All of these foci are reflected in specific course offerings of the EIS programme, along with the College's research and publishing schedule.

Thanks to this specialised expertise, the College of Europe in Natolin has been designated an **'institution pursuing an aim of European interest'** and is listed as such in the *Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport*. The College of Europe in Natolin shares this select status with six other renowned higher educational institutions: the European University Institute in Florence, the College of Europe in Bruges, the European Institute of Public Administration in Maastricht, the Academy of European Law in Trier,



↑ Autumn colours in Natolin at sunset

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Sona Ghazaryan (AM)

GIOVANNI FALCONE AND PAOLO
BORSELLINO PROMOTION 2014/2015

MEMBER OF NATIONAL ASSEMBLY,
REPUBLIC OF ARMENIA

Direct involvement



When I was accepted to the College of Europe in Natolin back in 2014, I could not even dream of playing a role in fostering EU-Armenia relations. After my year at the College, I was involved as a civic activist and even as a co-founder of movements to bring changes to my country. In 2018, we managed to turn these dreams into reality with a velvet revolution and the first fair elections in 20 years. I am now a Member of Parliament and of the Inter-ministerial Committee to coordinate implementation of the Comprehensive and Enhanced Partnership Agreement between Armenia and the EU. I'm glad to have been given this chance to use the knowledge I gained at Natolin.

the European Agency for Special Needs and Inclusive Education in Odense, and the International Centre for European Training in Nice.

Consequently, the College of Europe in Natolin benefits from an operating grant under the flagship Erasmus+ programme, and since 2016 has had its own separate line in the EU budget. This testifies to the Union authorities' assessment that the College of Europe in Natolin is **ready and able** to accomplish its mission, and that it has put in place prudent and responsible financial management and controls.

To this end, the activities of the College of Europe in Natolin are designed to implement the **Erasmus+ objectives** of the EU:

- 'to improve the level of key competencies and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society';
- 'to foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions';
- 'to improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness';
- 'to promote excellence in teaching and research activities in European integration through the Jean Monnet activities worldwide'.

The College programmes are also aligned with the aims of the **Jean Monnet Activities** to: *'promote teaching and research on European integration worldwide among specialist academics, learners and citizens, in particular through the creation of Jean Monnet Chairs and other academic activities, as well as by providing aid for other knowledge-building activities at higher education institutions'*.

Another goal at Natolin is promoting **social inclusiveness**, which entails raising civic and intercultural competencies, as well as reducing disparities between students and

supporting economic and social convergence on an interpersonal basis. Bearing in mind that education in many cases is the solution to political, economic and social exclusion, the College does what it can to contribute to a **cohesive society**. Most of all, it fosters a unique intercultural, multilingual, and inclusive community of learning, which binds students and faculty together through mutual understanding and respect. The inculcation of these attitudes, on a broader scale, will be crucial to the future prospects for **peaceful and stable** development in the EU and neighbouring countries.

The onset of the global financial crisis in 2008-2009 posed a different challenge to the College of Europe in Natolin, as its impact led to a sudden decrease in student enrolments. That difficult year, however, spurred the College to search for **new ways** of attracting students. It helped contribute to the **redesigned curriculum**, which placed more emphasis on the EU's new ambitions to shape relations with the neighbours.

With new scholarships established, the academic programme refined and extracurricular offerings expanded, two Academic Chairs created, library resources enhanced, the Natolin Language Service introduced and developed, technological embedding strengthened, new communications and recruitment strategies devised and pursued, and new methods of budget planning and execution implemented, the College of Europe in Natolin was able to **raise its enrolment to a record high**, while putting its finances on a **stable and sustainable** footing.

Since 26 October 2017, the College of Europe in Natolin has been a holder of the **Erasmus Charter for Higher Education (ECHE)**. As one of this programme's participating institutions, the College has pledged to work for a **mutually beneficial dialogue** between the academic world, civil society, and policymakers.

The **EIS programme at Natolin**, like all academic programmes at the College of Europe, has been fully **accredited by the Dutch-Flemish Accreditation Organisation** (NVAO: *Nederlands-Vlaamse Accreditatie Organisatie*) since 2010.





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STUDENTS AT THE HEART
OF NATOLIN: DELIVERING
WELL-ROUNDED ACADEMIC
AND PROFESSIONAL FORMATION

ACTIVITY REPORT
2009-2019



Studying at Natolin is all about **academic, professional and personal development**. The academic offer is regularly updated to address contemporary challenges and to offer students cutting-edge insights from the best experts and practitioners, backed up by the rich resources available on the campus. The knowledge acquired by students gives them a head start in their future careers, but just as important are the other two student-centred dimensions of Natolin's activities: professional and personal development, including transversal skills that can be applied in a variety of contexts.

For most students, the year at Natolin is their last stage of formal education before starting professional careers. Accordingly, the stress is on allowing interaction with the best experts with practical experience in their fields. Development of students' professional skills is emphasised through a variety of projects and activities requiring active participation and teamwork, including cooperation with outside experts and institutions. At the same time, spending a year at the College of Europe in Natolin offers students ample opportunity for personal development, since they **live, study and work closely together** in a multicultural environment.

Throughout the academic year, **all three dimensions** – academic, professional, and personal – are

encompassed in campus activities. Care is taken to understand the needs, preferences, and individual outlook of each and every student. From the start, students are given co-ownership of all endeavours at the College, since – each year – it is the students who make up the Natolin community and lend it character, forming bonds that last years after graduation.

Whilst today an interdisciplinary approach to education and academic research is deemed an advantage, or even a necessity, this belief was not so widely held a quarter-century ago, when it influenced the design of the innovative European Interdisciplinary Studies (EIS) programme at the College of Europe in Natolin. **Interdisciplinary methodology** has driven Natolin's academic undertakings ever since. It has proved an indispensable means of exploring the complex, interdependent landscape of the modern world and of Europe itself.

The EIS postgraduate programme is open to graduates from a wide array of nationalities, academic specialisations, and socio-economic backgrounds. Its commitment is to provide future experts in EU and non-EU countries with a comprehensive, complex, and interdisciplinary understanding of the European integration process. The curriculum addresses both the **internal and external dimensions of the EU**, with a focus on the EU's wider neighbourhood, including countries that are candidates



↑ Simulation games, such as this one on the Paris Peace Conference, are a key part of the Natolin curriculum

for EU membership or part of the European Neighbourhood Policy (ENP).

Thus, the EIS programme focuses on **'Wider Europe'** and seeks to give its students a **wider perspective**, by:

- integrating knowledge from a wide spectrum of disciplines, such as political science, international relations, law, economics, sociology, history, and philosophy, to help grasp the full complexity of studied phenomena;
- exploring new challenges and emerging fields of study in European affairs, such as strategic communication, climate change, energy security, hybrid warfare, 'colour' revolutions, or digital technology;

- focusing its attention at the EU's immediate neighbours as well as its world partners.

Both the **interdisciplinary programme** and its **professional skills dimension** prepare graduates for rapidly changing conditions in the international, European, and national public sectors, as well in non-governmental organisations, private industry, and academia. Natolin aims to educate cross-cultural communicators, innovative negotiators, administrators, analysts, researchers, diplomats, and leaders with contextual, regional, and international expertise.

Natolin's academic mission is supported by the EIS Department and **two Academic Chairs**. Having evolved over the years, the **EIS Department** now consists of



a Director of Studies, a Permanent Professor, a 'flying faculty' (comprised of 90 visiting scholars in 2019/2020, see full list in the annexes of this report), a Coordinator of Operations, and a team of about nine Academic Assistants.

The campus-based permanent faculty and the extensive visiting 'flying faculty' make up the College's key teaching staff, delivering all lectures and seminars, setting and marking all exams and papers, and supervising all Master's theses. Due to the extremely favourable student/teacher ratio, students have unrivalled access to this unique team of **internationally renowned scholars and practitioners**. Close contact between students and the 'flying faculty' is maintained during their frequent visits to the campus and via electronic means, both of which are facilitated by the Academic Assistants.

The Academic Assistants are in closest proximity to the students and implement the EIS programme on a daily basis. They support students throughout their academic journey at Natolin, whether it be with research, course assignments, or exam supervision.

The Academic Assistants are supervised by the Director of Studies, who is responsible for ensuring that the EIS programme maintains the **highest standards** of teaching and academic leadership. Over the past decade, six professors have held this position: Dominik Hanf, Erwan Lannon, Georges Mink, Nanette Neuwahl, Richard Butterwick-Pawlikowski, and Pascaline Winand.

The day-to-day functioning of the department comes within the purview of the Coordinator of Operations. This position was created in 2016 and first assumed by Mr Tomáš Tatinec. In 2018, he was succeeded by Dr Joanna Ziółkowska and by Mr Paweł Pujczo in 2019.

To further strengthen student guidance and academic direction within the EIS programme, the position of Permanent Professor was established in 2007 to help guide students more closely in their research projects. Professor Erwan Lannon was the first to assume this responsibility and was succeeded by Professor Hannes Adomeit and then by Professor Georges Mink. A similar

role is played, in their respective areas of expertise, by the Chairholder of the **European Civilization Chair** (EHC Chair), re-founded in 2011, and the Chairholder of the **European Neighbourhood Policy Chair** (ENP Chair), established in 2012. These *de facto* permanent professorships have been held by João Carlos Espada and Richard Butterwick-Pawlikowski for the EHC Chair, and Tobias Schumacher for the ENP Chair.

These various academic pillars are supported by the **Academic Administration**, which evolved from a one-person office in 2008 to a full department in 2011. The Head of the Academic Administration and his team oversee execution of the EIS programme and ensure the smooth operation of academic activities at Natolin. This role has been undertaken in the reporting period by Ms Andrea Dangelmayer-Pietras, Ms Małgorzata Wiśniewska, and presently by Mr Tomáš Tatinec.

Over the past decade, the EIS programme has been continuously adapted to reflect changes in the surrounding world, strides in research, expectations of current and prospective students, increasingly demanding labour markets, and rapidly evolving technologies. Building on already successful components, Natolin has added **new specialisations** to the EIS programme and augmented the size and diversity of its faculty and student body.

Natolin has always maintained a clear link between its first and second semester courses, with the former providing the conceptual, methodological, and background knowledge needed to elect a narrower European studies specialty in a chosen specialisation in the second semester.

Students can choose one of

4

majors: EU Public Affairs and Policies; The EU in the World; The EU and its Neighbours; and European History and Civilization.

Over the past decade, Natolin students were able to choose from an average of

83

courses annually.

IMPROVING AND REFINING THE ACADEMIC PROGRAMME

The European Interdisciplinary Studies programme reflects the increasingly complex and interconnected nature of Europe and the surrounding world. It is a truly integrated, horizontal programme devoid of the 'silo discipline' approach so common elsewhere. In fact, EIS has become one of the most **far-reaching and comprehensive courses** of interdisciplinary European studies in the world. It welcomes more enrolled students than any other academic programme offered by the College of Europe on its two campuses (Bruges and Natolin).

The **attractiveness and quality** of the EIS programme has never been taken for granted. The road travelled by the College over the last 10 years amply demonstrates this point. At every stage, efforts were made to improve and refine EIS by:

- expanding the programme's breadth and variety, while focusing on Natolin's special areas of expertise – EU governance, the EU's neighbourhood, the EU's international relations, and European history and civilization – as well as professional skills;
- adopting a dynamic and experimental approach to designing the EIS curriculum;
- streamlining different programme elements to ensure better linkage of crucial themes.

These adjustments allow students with diverse academic backgrounds to familiarise themselves with the basic disciplines of European studies as they progressively focus on a chosen specialisation, following an **intensive bilingual curriculum in English and French**.

Instruction moves through a sequence of preparatory, core, and contextual courses during the first semester of studies, followed by specialist courses, compact seminars, and masterclasses in the second semester.

Tutorials, workshops, simulation games, study trips and individual work on the Master's thesis proceed throughout the academic year.

In terms of methodology, themes studied in the first semester are addressed in both **pluridisciplinary** and **interdisciplinary** fashion. The former approach surveys the main EU studies disciplines, such as political science, economics, history, and law. The latter involves problem-based and issue-driven analysis, integrating knowledge and methods derived from different disciplines. This interdisciplinary approach is continued and deepened in the second semester courses. Preferred formats and tools range from traditional *ex cathedra* lectures to discussion-provoking interactive sessions, simulation games, roundtables, individual and group presentations, seminars, workshops, database analyses, group tutorials, study trips, participation in international conferences, research seminars, and culminate with the completion of the Master's thesis. Reflecting this **diversity of teaching methods**, course materials include readings, presentations, still images and film, websites, videos and recorded music.

The first semester course offerings aim to provide students with advanced general knowledge, orientation, and skills needed to analyse the foundations of European integration. All students follow **compulsory core courses**, where they acquire a shared base of knowledge on EU governance, jurisprudence, economic integration, and European history. Since the 2018/2019 academic year, compulsory core courses are divided into two tracks, as opposed to the previous one-size-fits-all block, allowing students to align their selection with their previous disciplinary background.

The educational backgrounds of Natolin students are indeed very diverse; therefore, prior to following these core courses, students who need remedial work in



↑ A glimpse into a student-led workshop



politics, international relations, economics, or law follow a set of **preparatory courses** in these disciplines.

Since the 2019/2020 academic year they have been transformed into **online modules** accessible from a dedicated platform along with face-to-face sessions completed on campus before the start of the academic year.

The EIS programme is also animated by the idea that the EU cannot be understood or properly studied outside of the historical, geographical, intellectual, and cultural context in which it evolved. The core courses are thus complemented by **contextual courses**, which allow students to situate issues within the broader context of European culture, religion, national identities, and global debates on topics like migration and energy.

Courses in the first semester are designed to be comprehensive and mutually reinforcing. They provide the basis for thematic specialisation during the second semester, according to each student's choice of one of four possible **majors**.

The main emphasis in the second semester is on **optional specialist courses**. They allow students to tailor their areas of specialisation to individual interests, needs, and professional objectives. These elective courses are taught to smaller groups of about 20

students and are more interactive than the traditional lecture-style courses of the first semester. For an even more in-depth analysis of subjects not adequately covered by optional specialist courses, the EIS programme also offers **compact seminars** in a more intimate setting.

Both semesters feature **workshops** and **simulation games**, as well as **study trips**. Workshops and simulation games combine academic learning on a specific subject with opportunities to hone certain professional and personal skills, such as teamwork, negotiation, and public speaking. Simulations games achieve the same end through role-playing exercises. Study trips are a unique enterprise, fully incorporated into the academic offer at Natolin, designed to impart information and experience that cannot be conveyed by traditional means *in situ* at Natolin. Their singular features, aims, and outcomes are detailed later in this report.

EXPANSION OF THE CURRICULUM

The EIS academic programme has always been ‘made to measure’, adapted each year to keep up with economic, political, legal, and social developments, as well as technological advances. The curriculum has naturally

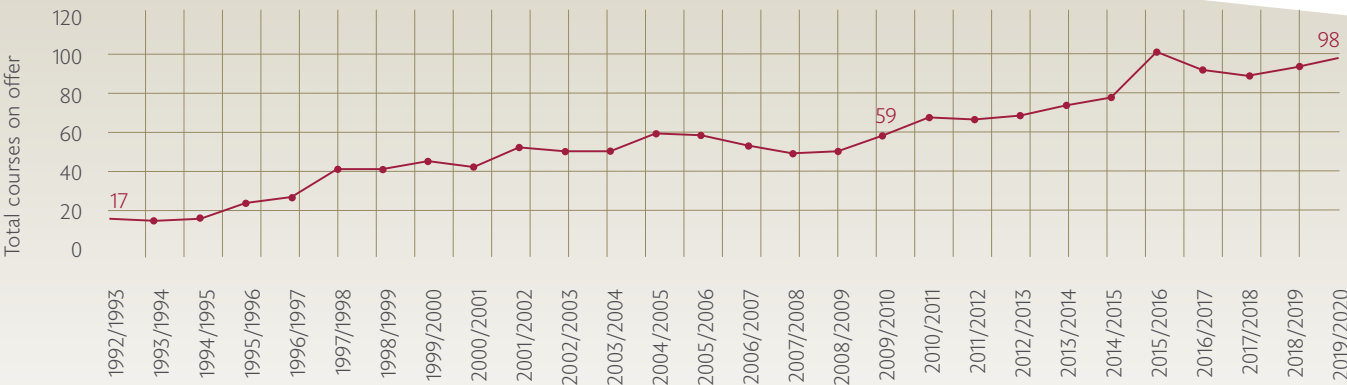


Figure 1: Evolution of the total number of courses
Source: College of Europe in Natolin, internal data.

expanded over the years, **broadening** the number of courses offered and **diversifying** their focus.

As for *breadth*, the College of Europe in Natolin offered 17 courses in its inaugural year (1992/1993), 59 courses in the academic year 2009/2010, and 98 in 2019/2020. Over the past 10 years, Natolin students have been able to choose from an average of 83 courses annually. The sheer abundance of classes on offer becomes clear when one compares the number of courses with the number of students. That ratio has been below 1:2 during the past decade. See **Figure 1**.

In terms of *variety*, the EIS programme **revamped** its four-majors structure, expanded the number of course types from three in Natolin's inaugural year to the present 11, and made room for more professional development in the programme.

Except for one academic year during the reporting period, the EIS programme has always offered **four customisable specialisations (majors)** in the second semester, allowing students to align their individual courses of study with personal interests and professional goals. In 2009/2010, EIS offered the following majors: *Governance in the EU*; *European Single Market*; *The EU as a Regional Actor*, and *The EU as a Global Actor*.

While European history and civilization had been present in various forms since 1994/1995, and the EU's neighbours had been a focus at Natolin since the academic year 2006/2007, an important turning point occurred with the re-founding of the European Civilization Chair in 2011 and the establishment of the European Neighbourhood Chair in 2012, as mentioned above. Both Academic Chairs have enriched the EIS programme through specialised course offerings, supervision of Master's theses, and the organisation of conferences, symposia, debates, and roundtables. Their work has helped expand the EIS programme in their respective thematic areas and lent the College of Europe in Natolin a **distinct and attractive identity**.

In 2019/2020, the EIS programme offers four specialisations:

1. **EU Public Affairs and Policies:** The central building blocks of this major are the governance system and policymaking in the EU. Students concentrate on policies of critical importance to the EU's social and economic development, such as the internal market and competition policy, Eurozone macro-economic policy, migration, energy, environment, and social policy. They study how EU institutions negotiate with outside stakeholders and learn to analyse critically how complex social and economic problems – such as employment, inflation, climate change, external deficits, and economic growth – are addressed. Their knowledge of the broader historical context is deepened by a required course in the *European History and Civilisation* major.
2. **The EU in the World:** This major is defined by issues and actors. On the one hand, students become familiar with pressing challenges related to trade, investment, energy, economic governance, financial regulation, security, terrorism, human rights, migration, health, development cooperation and humanitarian aid, all of which are areas of intense EU involvement. On the other hand, students gain expertise in EU relations with global and emerging actors in Europe, Asia, Africa, and the Americas, along with other regional and inter-regional alliances and organisations. Once again, the context is provided by a course in the *European History and Civilisation* major.
3. **The EU and its Neighbours** major gives students a better understanding of the Union's multifaceted policies towards the countries in its immediate vicinity – primarily to the East and South. It also furnishes an opportunity to monitor political, socio-political, socio-economic, legal, energy- and identity-related developments in the neighbourhood itself. The major draws on EU studies, EU foreign policy analysis, peace and conflict studies, comparative politics, area studies, political economy, EU law, and energy studies to achieve its goals. As with other majors, students are also expected to take a course in *European History and Civilisation*.



↑ Students participate in a high-level event during one of our study trips to Brussels



4. The **European History and Civilisation** major is intended to equip students with an understanding of European integration, while inspiring them to re-imagine 'Europe' and its future by studying the past in depth and in breadth. It features courses on big themes such as democracy, totalitarianism, geopolitics, and diplomacy; the making of the global economy and the legacy of European empires; and focused topics from the history of Central and Eastern Europe, the Balkans, the Mediterranean and the Middle East.

The number of optional specialist courses – which represent the heart of each major – **has steadily increased** from a total of 18 in 2009/2010 to 41 in 2019/2020.

As mentioned above, another significant development in the EIS programme has been the **expansion of professional education**. Workshops have been part of the curriculum since 1994/1995, but simulations were only introduced in 2010/2011. The growing emphasis on professional skills development is reflected in a nearly six-fold increase in the number of workshops and simulations, from 3 in 2009/2010 to 10 in 2016/2017 and 16 in the 2019/2020 academic year.

Alongside the greater importance attached to skills-based elements, EIS study methods have been systematically adjusted so that the structure of student life on campus mimics the international workplace. Students **work and interact** in (at least) the **two official languages** of the College, collaborating on projects, simulations, debates, and presentations within international, culturally diverse teams. The diversity of the international teaching faculty encourages adaptation to different teaching styles and openness to various working methods, constituting an invaluable introduction to the professional reality of complex organisational cultures and management styles.

As a by-product of this environment, all students acquire transversal skills such as cross-cultural communication, international negotiation, debating, and leadership skills through courses featuring discussion, presentations, and role-playing. Under the EIS programme's intense demands, they become accustomed to exacting

standards of professional performance and efficiency. In particular, students must observe strict deadlines for written work, presentations, and projects. Thus, they develop **resilience, flexibility, and the ability to manage large workflows independently** – all sought-after skills in the 21st-century labour market.

The latest curriculum changes resulted from long and intensive internal team consultations which began in November 2014. They exemplify the collective, team-oriented approach that distinguishes the steady development of the College of Europe in Natolin.

ADOPTION OF A DYNAMIC AND EXPERIMENTAL APPROACH

Despite its inherent evolution, the EIS programme has naturally retained constant elements, since certain issues must be addressed to give students the knowledge, methods, and skills to master the basic disciplines of European studies and specialise in a chosen field. This stable core is supplemented each year with fresh content. New ideas, trends, and challenges in European and international affairs are freely explored, moving EIS closer to the idea-lab concept and further away from rigid, rote-learning stereotypes of education. Both the curriculum and the teaching approach are flexible. The defining characteristic of this approach is **its proactive, rather than reactive, nature**.

Among the topics that have been added to the programme in this way are **energy, security, social movements and revolutions, religion and politics, migration, and digital technology**.

Migration, for example, was introduced as a **thematic field** well before the challenges of migration flows became newsworthy in 2013-2015. The College of Europe in Natolin offered its first course on migration in Europe in the academic year 1993/1994. Since 2006, there has always been at least one optional specialised course on the subject every academic year. Two were offered in 2009/2010, and three in 2019/2020.



Julian Wieczorkiewicz (PL)

MARIA SKŁODOWSKA-CURIE PROMOTION 2011/2012

OFFICER, NATO'S POLITICAL AND SECURITY POLICY DIVISION

Help in difficult negotiations

”

Studies at Natolin were a life-changing experience. It was a uniquely inspiring time in my life, both from intellectual and personal perspectives. Natolin allowed me to become a person of integrity. The freedom I had in tailoring my academic programme in the second semester allowed me to develop expertise in two complementary areas – energy security and the EU's neighbourhood. Today, I work at the Political Section of the Permanent Delegation of the Republic of Poland to NATO – part of a large colony of Natolin alumni working for the benefit of the alliance. Not a week goes by without meeting colleagues from Bruges or Natolin. Some of us are embedded in the NATO international staff, others in allied diplomatic services. Needless to say, our rapport helps in daily exchanges and sometimes difficult negotiations.

Natolin also resisted the widespread complacency about security topics in the 1990s, after the collapse of the Soviet Union. A course on **European security** was offered in the very first year of Natolin's existence, and it remains a fixture in the curriculum. During the reporting period, European security courses have dealt with arms control, frozen conflicts, or Common Security and Defence Policy (CSDP) operations.

Besides its expanded academic programme and the choice of a broader thematic major, the EIS programme allows its students to develop expertise in even more specialised fields. Currently these include:

- **Energy Governance and Climate Challenges:** Across both semesters and all majors, students can select courses on global energy, EU energy policy, EU environmental and climate change policy, energy market regulation, EU energy governance in the EU's neighbourhood, EU cooperation with neighbouring countries on energy regulation, European energy diplomacy, international climate negotiations, and EU policymaking in practice (using, for example, the case of Nord Stream 2).
- **Migration:** Apart from specific courses on migration issues, such as immigration, asylum, and border management in the EU; migration and the EU's neighbourhood; EU readmission policies and the EU's southern neighbourhood, the topic figures as a prominent element in many other courses. A specific simulation game entitled "Passages", created by United Nations High Commissioner for Refugee (UNHCR) in 1995 and designed to put participants through the experience of being a refugee fleeing war or persecution, is also offered within the International Humanitarian Law seminar.
- **Human Rights in a Digital Era:** Courses related to technology and its political and legal impacts are similarly pervasive across semesters and majors, including technology and politics, the digital economy, regulation in online and digital markets, modernity and technology in cities, hybrid warfare,

the digital transatlantic rift, strategic communication in a digital age, digital forensics and deep research skills, as well as digital diplomacy.

- **Revolutions and Social Movements:** A natural component of the College's course on constructing national identities in Europe, this theme is developed in greater depth in a masterclass on rebellions, revolutions and social movements, and in a course on revolution, democracy, and authoritarianism in Europe and the EU's neighbourhood.
- **Religion and Politics:** Already a non-negligible part of modules dealing with culture, this field is specifically addressed in a first semester course on religion and politics and a second semester course on Church-State relations and the role of religious movements in the EU's neighbourhood.
- **Fate of Freedom:** students here analyse the complex relationships between freedom and such phenomena as oligarchy, citizenship, diversity, anarchy, sovereignty, autocracy, and democracy.

CREATION OF THEME-SPECIFIC PATHS

Whilst Natolin's curriculum is diverse and offers extensive choice to students, it is also **carefully designed to fit together**, with course sequence and type following a pre-defined academic logic.

Since the 1990s, the College of Europe in Natolin has always maintained a **clear link** between its first and second semester courses, with the former providing the conceptual, methodological, and background knowledge needed to elect a narrower European studies specialty in a chosen **specialisation** in the second semester.

During the past decade, and especially over the past five years, the College's academic programme has undergone a **truly substantial reform**. The most recent revisions resulted from internal team consultations started in 2014 and chaired by the Vice-Rector. Besides



↑ Students negotiate during a simulation game on EU foreign policy-making

changes to the core curriculum, new course categories were introduced, and existing categories adjusted.

The general logic is to link the specialised elements of the four majors (optional specialist courses) with more in-depth modes of instruction, whether they be primarily academic (compact seminars) or professional (workshops and simulation games) in nature, or both.

Here are a few examples of such streamlined linkages from the 2019/2020 curriculum:

- Themes addressed in the specialist course on 'Digital Economy' can be further explored by taking a compact seminar on 'La réglementation des marchés en ligne';
- Students planning a career in lobbying could start by taking a specialist course on 'Interest Representation in the EU', followed by a simulation game on 'EU Decision-making and Interest Representation in Practice';
- Students interested in studying the United States can enrol in 'Transatlantic Relations', then dig deeper by taking compact seminars on 'The United States in the EU's Neighbourhood' and/or 'Digital Transatlantic Rift';
- After taking the main security course on 'Perspectives in European and International Security', students can embark on a compact seminar on 'Terrorism and Hybrid Warfare' and a simulation game on 'EU Foreign Policy-Making in Times of Conflict in the EU's Neighbourhood';

- One popular field of study – diplomacy – can be studied through an academic course on ‘The European Union and Bi- and Multilateral Diplomacy,’ then via workshop training on ‘Public Diplomacy’ and ‘European Energy Diplomacy’ and/or a simulation game on ‘Digital Diplomacy’;
- In addition to abundant energy-related courses, students interested in climate policies can start with the specialist course on ‘EU Environmental and Climate Change Policy in an International Context’ and continue with a simulation game on ‘International Climate Negotiations’;
- Finally, as mentioned in the preceding section, students interested in Russia can take the course on

‘Contemporary Russian Foreign Policy and EU-Russia Relations’, complemented by ‘Russian Ideologies: The Last Two Centuries (from Pushkin and Karamzin to Dugin and Putin)’.

The most straightforward and measurable result of the curriculum adjustments presented above has been an **increase in the number of courses offered**. Just as important, however, have been the qualitative changes needed to ensure the sustainability of the reformed EIS programme. The latter seek to build upon Natolin’s specialised areas of academic expertise and incorporate aspects of professional training directly into the programme. A **flexible, experimental approach** is used to target relevant fields of study and pique students’ interest.

REINFORCING TEACHING AND RESEARCH

The two categories most used to define institutions of higher education are **teaching and research**. The College of Europe in Natolin is primarily a teaching institution. It does, however, have a clear and strong research component. Every student is expected to conduct individual research for their Master’s thesis. And most of the academic staff at Natolin – including permanent professors, researchers, and academic assistants – at any given time are involved in various research projects of their own.

Over the last 10 years, the College has worked to reinforce the quality of both teaching and research. In particular:

- two Academic Chairs have been created, each with a strong teaching contribution and a rich portfolio of student-oriented research activities (the contribution and activities of both Academic Chairs are further detailed in a dedicated part of this report further below);

- the size of the academic staff involved in teaching, supervising, and advising students has been systematically increased while the scope of its expertise has broadened; and
- new elements have been introduced to the EIS programme aimed at providing more research opportunities and guidance to students.

GROWTH OF ACADEMIC STAFF

Efforts in this direction were not limited to the reporting period, but significantly intensified in the last decade. They concerned all three main components of the College’s faculty: visiting professors, permanent professors, and academic assistants.

One of the cardinal virtues of the 'flying faculty' system is flexibility. It allows the College to adapt its curriculum to current events and emerging policy debates, selecting the best specialists to discuss these issues in courses and seminars. Additionally, two Academic Chairs have been created, each with a strong teaching contribution and a rich portfolio of student-oriented research activities.

A renowned and diversified faculty from over

36

countries and several continents, with a total size averaging

80

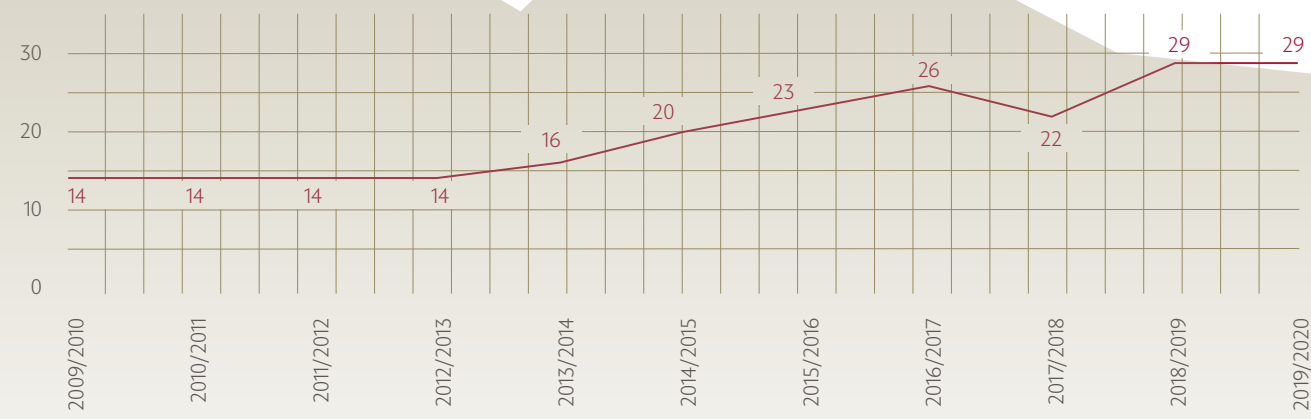
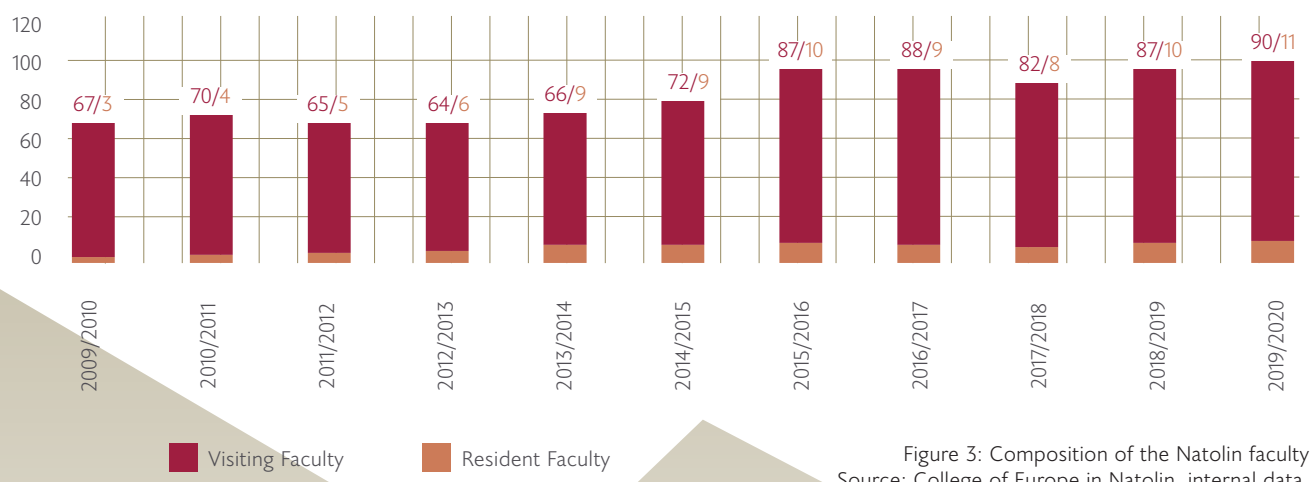
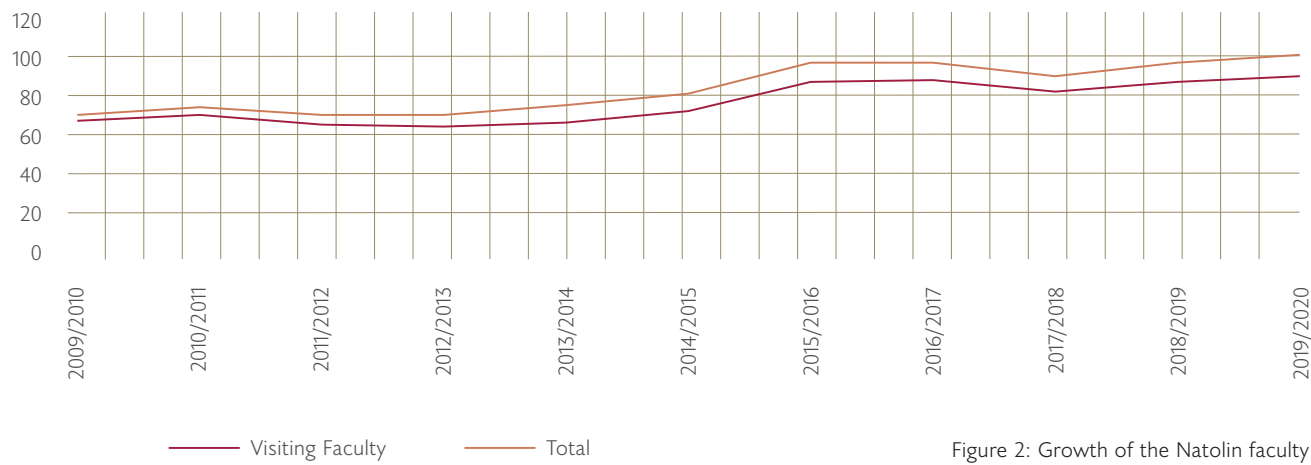
professors per year.

The 'flying faculty' system allows Natolin to maintain its low ratio of 1 faculty member for every 1.6 students.

The Natolin campus is anchored by

2

Academic Chairs:
the European Neighbourhood Policy Chair and the European Civilization Chair.



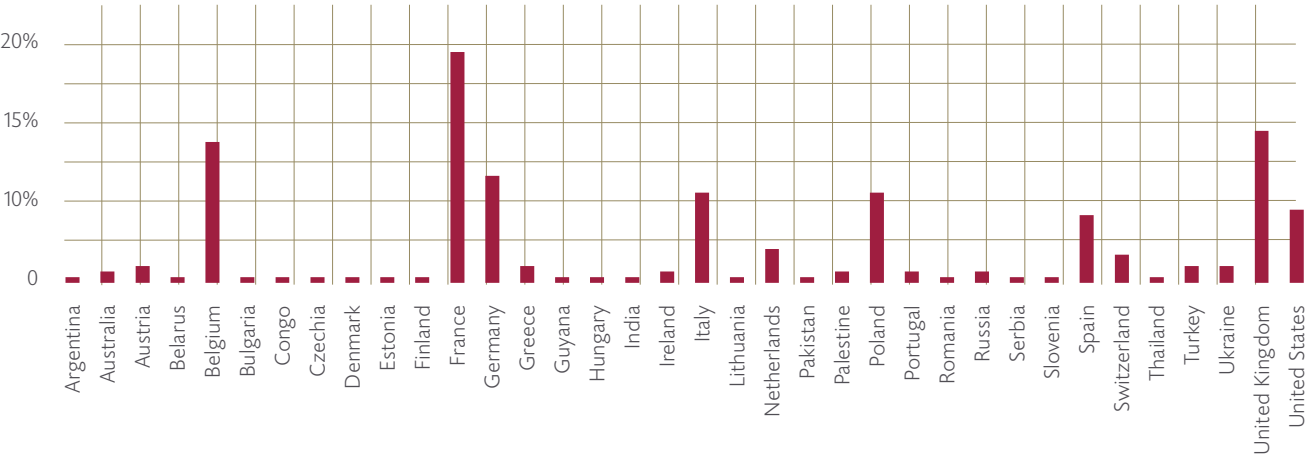


Figure 5: Nationalities of the Natolin faculty over the last 10 years
Source: College of Europe in Natolin, internal data.

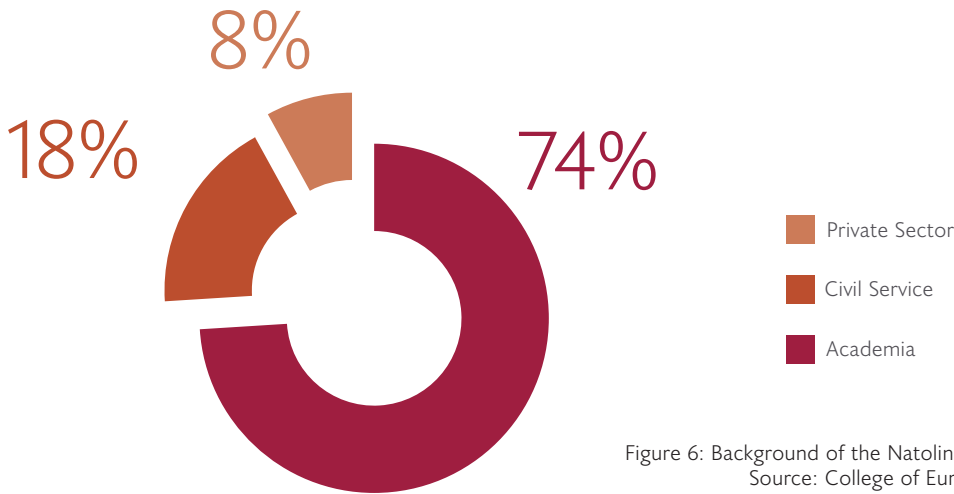


Figure 6: Background of the Natolin faculty over the last 10 years
Source: College of Europe in Natolin, internal data.

One of the cardinal virtues of the ‘flying faculty’ system is **flexibility**. It allows the College to **adapt its curriculum** to current events and emerging policy debates, selecting the best specialists to discuss these issues in courses and seminars. The system also allows Natolin to maintain its extraordinarily low ratio of one faculty member for every 1.6 students.

The size of the visiting faculty as well as its diversity have grown steadily over the years. The number of visiting professors rose **from 67** in 2009/2010 **to 90** in 2019/2020, **a 34 percent increase**. The size of the resident faculty teaching and carrying out research at Natolin has increased significantly as well. Overall, the number of teaching and researching resident faculty

at Natolin **has increased almost fourfold from 3** in 2009/2010 **to 11** in 2019/2020. They are regularly helping students with methodological problems, Master’s thesis topic selection, and eventual long-term research plans, such as applications to PhD programmes. See **Figure 2** and **Figure 3**.

A decade ago, Natolin’s ‘flying faculty’ was drawn from 14 different nationalities; by 2019/2020, that number has **more than doubled to 29**. Over the past 10 academic years, professors from **36 different countries** have taught at Natolin. Of this total, 69 per cent have come from Europe (including non-EU members and the Caucasus), 8 per cent from the Americas, 17 per cent

from Asia, 3 per cent from Australia and 3 per cent from Africa. See **Figure 4** and **Figure 5**.

Regarding their professional backgrounds, 18 per cent of Natolin faculty since the academic year 2009/2010 have pursued careers as senior civil servants, while 8 per cent have worked in the private sector. The remaining 74 per cent are full-time academics. The non-academics among Natolin's visiting faculty have been presidents, prime ministers, and cabinet officials in their respective governments; central bank governors; EU commissioners and directors-general; heads of various EU agencies and institutions; members of the European Parliament; ambassadors; heads of cabinet; directors of think-tanks, institutes, and research centres; and world-class journalists and public intellectuals. See **Figure 6**.

A total of **219 professors** have taught at Natolin over the past decade, with the number of faculty members in any given year averaging about 80. While these figures already convey something of the breadth of knowledge and specialised expertise available on campus, their full meaning is only realised when compared to the number of students. It is true that both totals have been rising, yet the growth in faculty has been even faster – a change that has clearly benefited students. These figures do not include the study trips, even though they constitute an integral part of the EIS academic programme. Each year, Natolin students benefit from about **50 additional speakers** during these trips.

As opposed to the traditional model of teaching assistants, who are usually (senior) students assigned to help professors prepare reading lists and organise assignments, **Academic Assistants** at Natolin are full-time employees with at least a Master's degree under their belts. Besides forming a direct link between students and visiting professors, they provide academic guidance, lead tutorials for selected courses, help students select a Master's thesis supervisor and refine their research topics, and give students (as well as teachers) much-needed feedback on how to improve their work. Academic assistants also coordinate study trips and guest lectures, and they help recruit prospective students.

Given their importance to the academic programme, great efforts have been made to bolster Natolin's team of academic assistants. Numbers have risen from around 7 in the starting years of the reporting period to around 10 at its end. They have come from **12 different countries** (Belarus, France, Germany, Ireland, Italy, Poland, Romania, Slovakia, Spain, Ukraine, United Kingdom, and United States). This points to Natolin's growing reputation as an **attractive employer** for young academics around the world.

EXTENSION OF RESEARCH SUPPORT

All EIS students are **individually guided** by professors and academic assistants in their regular coursework, and by thesis supervisors during their Master's thesis research. Beyond this formal guidance, however, students at Natolin have always benefited from other types of support.

One tried-and-tested tool that was introduced at the College well before the reporting period was **tutorials**. Non-compulsory in character, these sessions are led by academic assistants and attached to courses that the staff regards as exceptionally demanding in the intellectual or methodological sense.

As for Master's thesis research, more support is now available to students outside the scope of individual supervision. In 2016, various methodological elements were combined into a **new course** – mandatory for all students – entitled 'Research Methodology', which is eligible for academic credit in the ECTS system. In the following academic year 2017/2018, 'Research Colloquia' were introduced for students in the second semester. Their purpose is to follow up the 'Research Methodology' course by providing more in-depth support for students in the throes of thesis research.

These measures represent only some of the steps taken toward the **larger goal** of reinforcing Natolin's standing as a teaching and research institution. As before, the College will continue making further changes based on consultations and feedback sessions.



↑ Natolin students attend
a geopolitics class by Prof.
Luiza Bialasiewicz

→ Natolin offers a wide
variety of courses, including
masterclasses, simulation
games, and compact seminars



↑ Students benefit from a flying faculty of more than 100 professors and practitioners from over 25 countries

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Study trips are a unique endeavour of the College of Europe in Natolin, designed to impart information and experience that cannot be conveyed by traditional means. They offer a unique opportunity to acquire, assess, and confront local knowledge through the prism of the varied impacts of the EU integration process and EU external relations, and acquaint students with the cultural and historical heritage of other countries.

2

study trips to **EU and/or ENP** countries are an integral part of the EIS programme.

Between the academic years 2009/2010 and 2019/2020, Natolin students could benefit from

50

study trips to

24

different destinations.

Students were awarded

51

prizes while representing the institution at various international competitions.

EXPANDING THE LEARNING EXPERIENCE BEYOND CLASSROOMS

On-campus education at Natolin uses **modern and varied learning methods**. The formats and tools described in previous sections of this report range from traditional *ex cathedra* lectures to interactive sessions aimed at provoking discussion, simulations, roundtables, individual and group presentations, seminars, workshops, database projects, and group tutorials. All have one thing in common – they take place on campus, if not in the classroom.

Yet the College of Europe in Natolin has more going for it than **beautiful parkland and a prime academic setting**. Geographically, it is an ideal starting point to explore first-hand the European Union's political and socio-economic impact in Central and Eastern Europe as well as in the EU's neighbourhood.

Study trips offer a **unique opportunity** to acquire, assess, and confront local knowledge through the prism of the varied impacts of the EU integration process and EU external relations. They also provide **invaluable field experience** and acquaint students with the cultural and historical heritage of other countries, confronting their previous experience with the viewpoints of local policymakers, academics, journalists and NGO representatives directly involved with issues on the ground.

Such encounters make study trips a unique and hybrid undertaking. Twice each year, for a week at a time, they provide an opportunity for top-notch, interdisciplinary teaching in an off-campus locale. This embeds **learning directly** in the local environment being studied.

The following section describes how study trips have been expanded over the 10-year period, in terms of scale, reach and themes, and how the College **continues to seek other opportunities** for students to benefit from other off-campus experiences.

STUDY TRIPS

Study trips are **a unique endeavour** of the College of Europe in Natolin, designed to impart information and experience that cannot be conveyed by traditional means. Their **inestimable value** is rooted in a harmonious blend of distinctive and carefully thought-through features.

For one, **study trips succeed** where other academic devices may fall short – they allow students to put the theory learned and researched into practice, and to project the knowledge learned in the scholarly world onto the real world.

Second, the experience gained is **unfiltered**. What students observe is not processed by a journalist and read in an article, or by an academic and analysed in a book. They gain **first-hand perception** of the reality they chose to study at the College and wish to focus on in their subsequent careers. This applies also, and perhaps most fundamentally, to experiencing the struggles of the countries and communities our students visit. They gain an **untainted feeling** of what visited peoples go through.

The blend is completed by a remarkable **community-building element**. For sure, learning individually is quite different from learning as part of a group. However, while being essentially an academic product, study trips bring students together not only to ministries and conference rooms, but also to charming unknown cities, long bus rides, night trains, scenic natural and cultural heritage sights. Through these academic and social experiences, study trips are one of the **most critical contributors** to the development of Natolin community.



- ↑ Exploring Kyiv during a study trip to Ukraine
- Natolin students visit the former German Nazi concentration camp of Auschwitz-Birkenau

- Meeting at the European External Action Service during a study trip to Brussels
- ↓ Natolin students visit the Tserovani camp for internally displaced people in Georgia



While the study trips are largely academic in character, with much of the time devoted to lectures, debates, conferences, projects, and seminars, the educational component of these trips is **not limited to academics**. Just as instructive and memorable is the experience of travelling through international borders, visiting historical landmarks, observing conditions on the ground, and interacting with local communities. These activities increase familiarity with the country and its citizens' daily lives and difficulties, which ultimately helps students to better grasp the direction of events. Discussing issues in the regions where they are felt most acutely, rather

than at often distant centres of EU decision-making, exposes students to a more grounded and less bureaucratic take on reality. In other words, students are provided not only with facts and expertise, but also get a grasp of the emotions that countries, their peoples and communities, have lived through and that will, at the same time, shape their future.

Considering the above, the trips provide **irreplaceable added value** to the academic programme. For their work during two study trips within an academic year, including passing of two related exams, students are

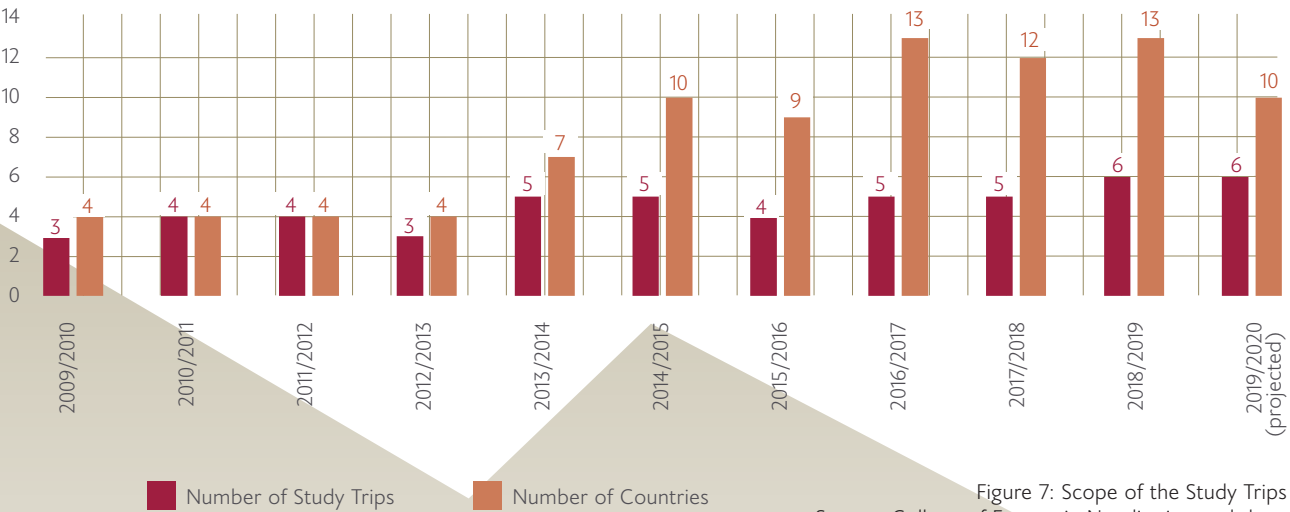


Figure 7: Scope of the Study Trips
Source: College of Europe in Natolin, internal data.

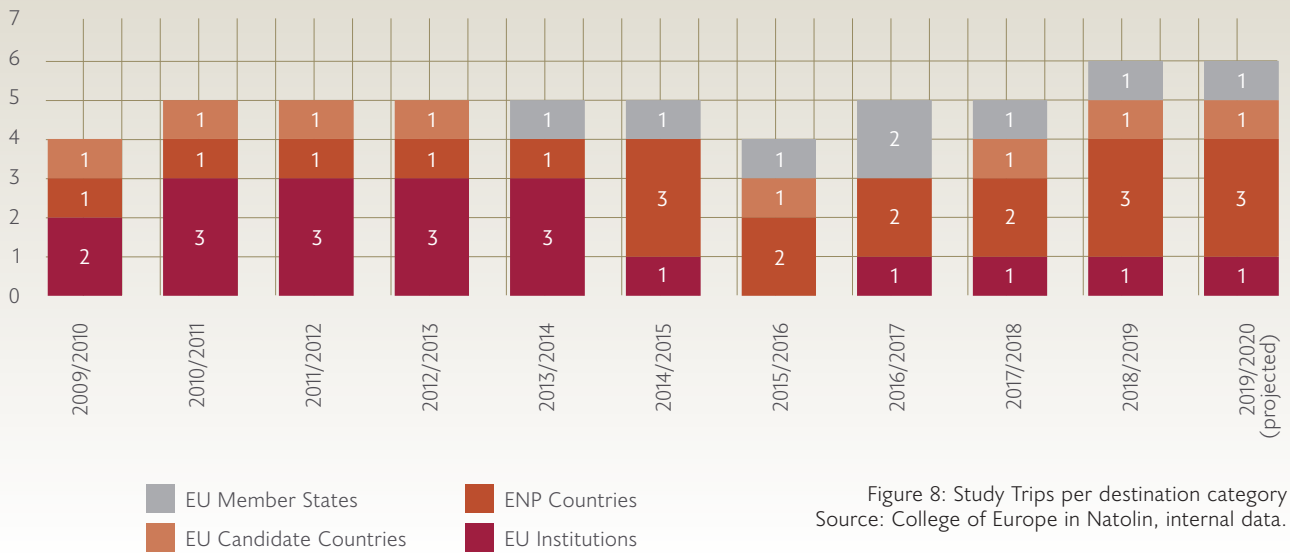


Figure 8: Study Trips per destination category
Source: College of Europe in Natolin, internal data.

awarded ECTS credits fully counting for their diploma. They have formed **an integral part of the curriculum since 2017**. Over this period of last three academic years, the study trips have boosted the already rich EIS offer by an additional 170 hours on average per academic year.

Each year's study trips are of two types. In the first semester, the trips aim to **broaden the knowledge provided** through traditional academic means, while in the second semester they are designed to **deepen the knowledge acquired** in the first semester. Consequently, all first-semester students generally participate in the same study trip, while in the second semester they are free to choose one of several trips designed to reflect the EIS programme's specialisations or current trends.

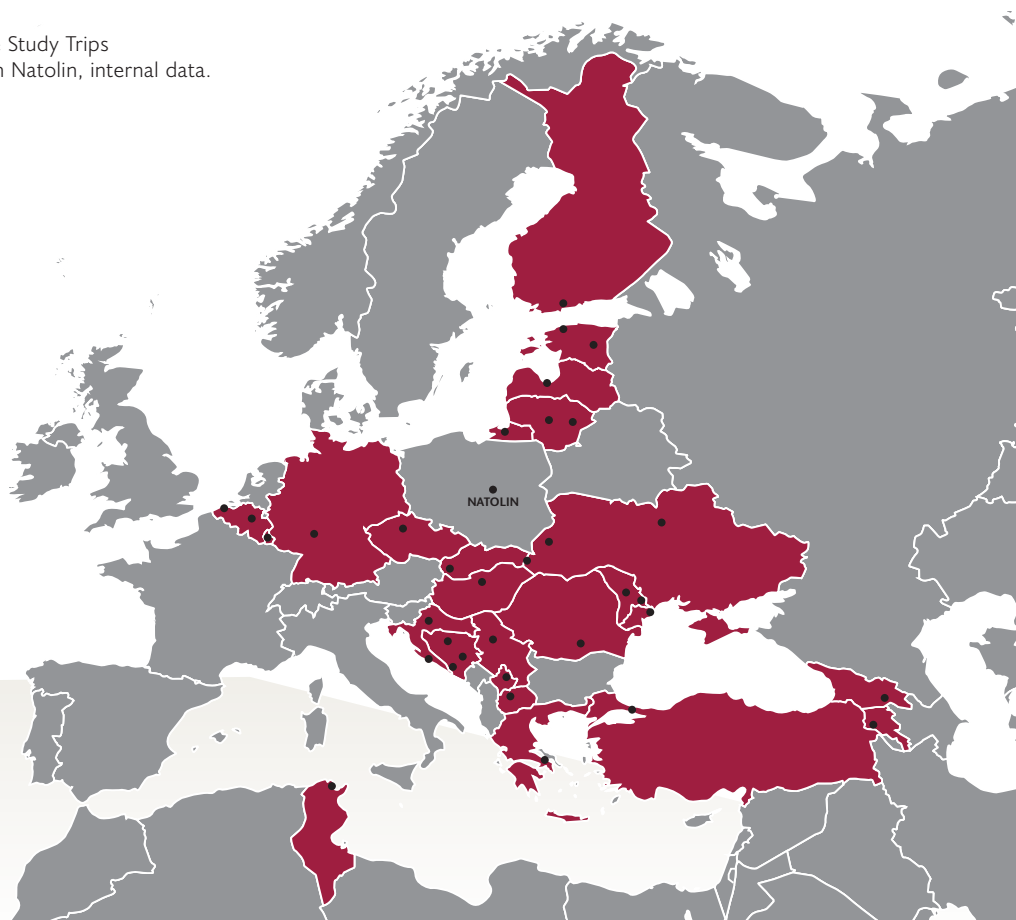
To prepare the students academically for this experience, a set of **preparatory lectures** is delivered on

campus, featuring academics, diplomats, journalists and experts who introduce them to different aspects of the study trip's academic programme.

Between the academic years 2009/2010 and 2019/2020, the College of Europe in Natolin has organised **50 study trips** for its students. See **Figure 7**.

Fourteen of these study trips were to EU institutions – located in Brussels, Luxembourg and Frankfurt. These represent a little more than a quarter of the overall number since we have held from the beginning that learning about Europe **shall not take place exclusively** in the EU's administrative centres. Therefore, out of the remaining 36, more than half (20) were to the EU's eastern and southern neighbourhoods (Eastern Europe, the South Caucasus, and North Africa), eight to EU candidate countries (Turkey and Western Balkans), and

Figure 9: Destinations of the Study Trips
Source: College of Europe in Natolin, internal data.





↑ Touring the Haghpats Monastery during a study visit to Armenia

eight were devoted to EU member states (the Baltic States and the Visegrád countries). See **Figure 8**.

The most spectacular expansion of the study trip programme has taken place in the last decade. In this period, Natolin students visited **24 different destinations**: Armenia, Belgium, Bosnia and Herzegovina, Croatia, Czechia, Estonia, Finland, Georgia, Germany, Greece, Hungary, Kosovo², Latvia, Lithuania, Luxembourg, Moldova, North Macedonia, Poland, Russia (Kaliningrad), Serbia, Slovakia, Tunisia, Turkey, and Ukraine. See **Figure 9**.

Study trips organised **to cities that host EU institutions** are designed to get students acquainted with these

institutions and make them **reflect critically** on the state of the EU and its future development. The policy areas discussed include European security, the Eurozone financial crisis, migration, and energy.

Study trips to the **EU's neighbourhood** let Natolin students encounter particular countries – especially their history, current politics, geopolitics, and culture – while grasping the importance of their bilateral relations with the EU. These relations are understood broadly to encompass various social groups and their complex interactions with the national government and the EU, along with the regional, national and international challenges a given country might face.

² This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

Study trips to **EU candidate countries** focus on a similar range of issues, but also consider difficulties or successes the country has encountered on its path to the EU, along with the possible outcomes of the country's efforts.

Finally, study trips to **EU member states**, other than those hosting central EU institutions, are usually designed around specialised or topical themes.

The imposing variety of countries visited may disguise the underlying coherence of the approach used in selecting them. It has two components: **a deepening component** that aims at solidifying our expertise in concrete areas, and **an innovation component** that aims at providing a response to the recent challenges in Europe and beyond. Concrete examples of several trips will make these challenges more palpable.

As regards the first component, study trips that have enhanced the staff and students' specialization in the areas of energy governance, security, and conflict management are noteworthy.

One such string of trips has taken the participants to the Baltic States (Lithuania, Latvia, Estonia) with occasional additions of Helsinki and the Russian Kaliningrad enclave for the last seven years of the 10-year reporting period. These trips **allow students to address issues** related to contemporary and future challenges to European defence and security in the age of hybridity, with a focus on the specific geopolitical circumstances of the Baltic region and the roles of the EU, Russia, and Euro-Atlantic relations. More concretely, students **examine** the prevailing security threat perceptions and narratives that come to profile policymaking at nation-state, regional and institutional (EU, NATO) levels; they **analyse** the pitfalls and prospects of EU-Russian interactionism in a highly securitized and fragile regional security setting; they **discover**, from discussions with the first-hand expertise centres operating in the region, the recent achievements in research on region-related (but not limited to it) issues, such as political stability, information security and social media security – the latter in the framework of the burgeoning field of 'information

warfare' studies; and they **get to understand** the opportunities and challenges faced by professionals in the field of international security.

Another such series of trips has focused on different destinations in Ukraine. While Kyiv has been the most frequently visited, Lviv has been also systematically included, with other additions such as Odesa and the neighbouring regions in Poland and Moldova. Ukraine has been consistently present on the offer – 10 times in the last 10 years. The programme has been refined over these years to focus on providing students with a **wider perspective** on Ukraine's security and socio-political situation through revolutionary and post-revolutionary times as well as its history and identity. The students are **exposed to the most pressing issues** and challenges facing the country, including the geopolitics of the war in Donbas and prospects of its settlement, long-term macroeconomic stabilization of the country, the country's political leadership and civil society developments, and its cooperation with external partners. They also pay **direct visits** to civil society organizations and **gain insight** into the work they have been doing for years to enhance Ukraine's resilience *vis-à-vis* external threats, deal with the humanitarian dimension of the war, and promote the reform agenda of the country.

As regards the second component, **three tailor-made study trips** that targeted the most pressing concerns of the day are particularly noteworthy. They included the much-reported migration inflows and the Greek debt crisis, a focus on the Visegrád countries, and the Armenian Velvet revolution.

The first such trip took place in March 2016 taking the participants to Greece, Serbia, and Hungary, to examine the turmoil caused by migration inflows and the Greek economic crisis. Indeed, when traversing the peninsula from Athens through Belgrade to Budapest, the students in effect travelled along the so-called Balkan route many migrants had been taking in that period, crossing from neighbouring Turkey. The main objectives of the trip were to **acquire first-hand knowledge** on these major debates, to witness the particularities and scope of the issues and crises at hand, to analyse the policy

responses to the various challenges discussed, and to assess what possible impact might the above-mentioned issues have on the future of the Union.

More concretely, in Athens students looked at the technical elements of the government-debt crisis, its implication for democracy and possible future scenarios, while at the same time familiarizing themselves with the border management and humanitarian challenges the Greek officials and society encounter. Similar migration management issues were discussed in Budapest as well as Belgrade, together with the relations between Serbia and the EU (with a particular focus on the developments since the start of Serbian accession negotiations in 2014) and between Serbia and Russia.

In March 2017, at times of increased scrutiny of the political and societal developments in Central European countries, the students set out to explore the differences in national identities of three Visegrád Group states: Czechia, Slovakia, and Hungary, which allowed to familiarise the participants with the historical processes that

shaped them in the past so as to better comprehend their relations with their neighbours. Specifically, the trip allowed students to **scrutinize theoretical underpinnings** of the historical processes affecting the formation of national identities in Central Europe; to appreciate the multi-faceted richness of the cultural heritage of Czechia, Slovakia and Hungary; to analyse the main historical events and processes that shaped their national identities, in particular in the late modern period; to highlight the consequences of the different political trajectories on the contemporary political scene in the three countries; and to illustrate the impact of political institutions and actors on memory debates in Hungary.

Since 2013, the College of Europe in Natolin has ventured with its students into the South Caucasus region. During the latest experience in April 2019, the agenda focused on a revolution that had ended only months before the group's arrival. The trip was designed to **familiarise students** with the complicated regional security situation in this important part of the EU's neighbourhood,

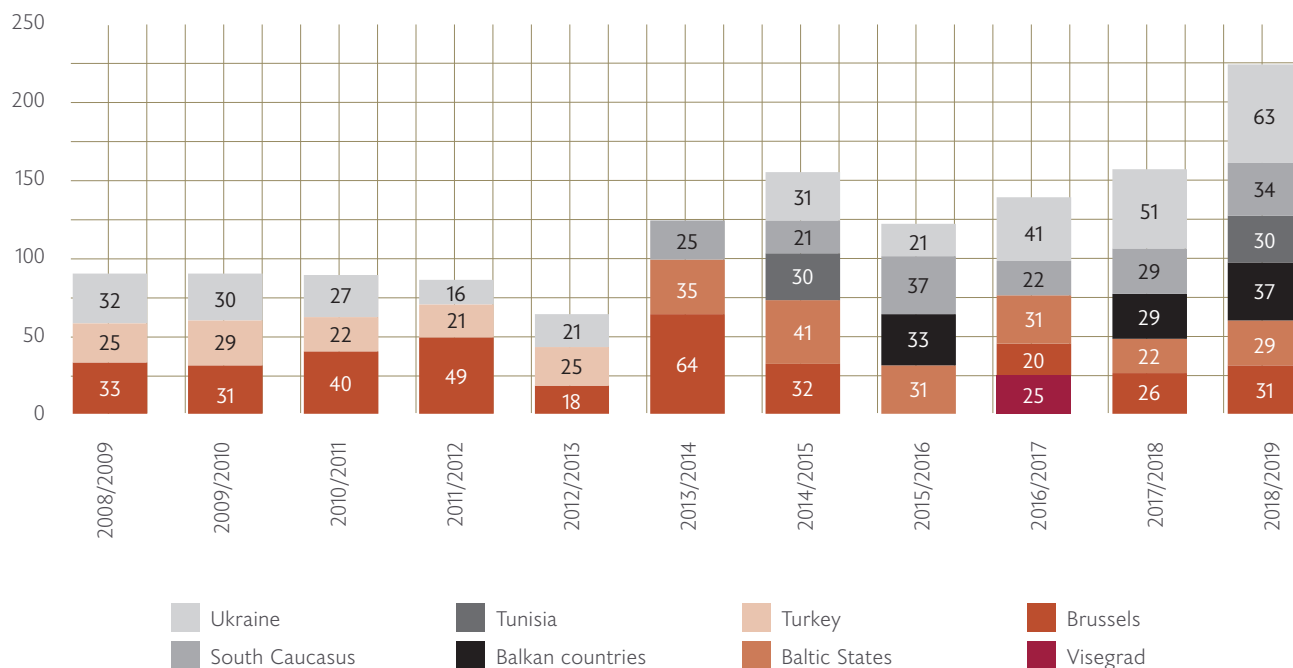


Figure 10: Study Trips speakers
Source: College of Europe in Natolin, internal data.

to examine the causes and immediate effects of the recent Velvet Revolution, and to **observe the progress** of political and economic reforms undertaken since the Rose Revolution.

In more detailed terms, the trip allowed students to **gain awareness** of the geo-political context in which Georgia and Armenia operate and appreciation for its role in their foreign policy orientations; to develop an understanding of the roots, evolution, and the current state of territorial disputes both states are involved in; to appreciate the role of civil society in advancing the reform agenda; to explore interests, scale and methods of involvement of external actors in domestic politics of both visited states; and to discover original and rich historical and cultural legacies of Georgia and Armenia.

One shall not underestimate the scale of the entire enterprise, for its most powerful features are certainly not limited to the variety of countries visited, the salience of issues addressed, or depth of understanding acquired.

Over the last 10 years, students were confronted with a cumulative total of **1250 speakers during the trips carried out**, for an average of **125 speakers per academic year**. See **Figure 10**.

Yet, much of what students gain from study trips is due not only to their numbers, but to the care the College of Europe in Natolin takes to ensure that the profiles of these speakers are **diverse**. Typical speakers on a study trip have included current or former prime ministers, senior cabinet officials (often ministers or deputy ministers of foreign affairs, EU affairs, defence, or education), heads of EU delegations, ambassadors, members of the European Parliament, and directors of think-tanks and research centres. Their experience and expertise are complemented by that of civil servants, advisors, and researchers invited to speak on geographical and thematic areas pertinent to each study trip. In addition, meetings are usually arranged, when appropriate, with the EU and international donor community involved with development projects in a given country.

INTERNATIONAL COMPETITIONS

International competitions are excellent ways for our students to develop transversal professional skills and gain valuable experience for their CVs. Therefore, at the College of Europe in Natolin we encourage our students to participate in a variety of events on or off-campus throughout the academic year.

In past years students have been offered the opportunity to participate in international competitions such as the **National Model United Nations (NMUN) in New York**. This competition has been organized since 1974 and every year it involves about 6,000 students from more than 100 universities, schools, and other educational institutions from around the world. These institutions send students (or 'delegates') to several 'Committees' modelled on the UN's institutional structure. During the simulation game which takes place in conference centres in Manhattan and at the UN Headquarters in New York, the students act like true diplomats and work hard, engaged in caucusing, preparing and delivering speeches, drafting working papers, negotiating common positions with other countries, and voting on draft resolutions. The College of Europe in Natolin participated in this simulation for **9 consecutive years** between 2010-2018 with teams of 8-14 students representing countries such as Armenia, Georgia, Turkey, Azerbaijan, Moldova, Syria, Tunisia, and Estonia.

As a result of a thorough preparation and hard work during the simulation, over the years Natolin students managed to bring home the impressive amount of **46 'NMUN Awards'** in this world's biggest and most important simulation of the works of the United Nations. This impressive record of prizes is listed in detail below.

In July 2018, the College of Europe in Natolin participated for the first time in the **European Universities Debating Championship (EUDC)**, hosted that year by the Novi Sad Business School in **Novi Sad, Serbia**.

This annual tournament hosts more than 700 participants from over 30 countries across Europe (including



↑ Our students participating in the National Model United Nations at the UN Headquarters in New York, USA



NMUN 2010 (country represented: Armenia) 2 Prizes: — Honorable Delegation Award ('bronze medal') — Outstanding Position Papers Award	NMUN 2011 (country represented: Georgia) 1 Prize: — Outstanding Position Papers Award
NMUN 2012 (country represented: Turkey) 1 Prize: — 1 Outstanding Position Paper Award	NMUN 2013 (country represented: Azerbaijan) 5 Prizes: — Distinguished Delegation Award ('silver medal') — 3 Outstanding Position Paper Awards — 1 Outstanding Delegate in Committee Award
NMUN 2014 (country represented: Moldova) 9 Prizes: — Outstanding Delegation Award ('gold medal') — 6 Outstanding Position Paper Awards — 2 Outstanding Delegate in Committee Awards	NMUN 2015 (country represented: Syria) 7 Prizes: — Outstanding Delegation Award ('gold medal') — 4 Outstanding Position Paper Awards — 2 Outstanding Delegate in Committee Awards
NMUN 2016 (country represented: Georgia) 8 Prizes: — Distinguished Delegation Award ('silver medal') — 6 Outstanding Position Paper Awards — 1 Outstanding Delegate in Committee Award	NMUN 2017 (country represented: Tunisia) 6 Prizes: — Honorable Delegation Award ('bronze medal') — 5 Outstanding Position Paper Awards
NMUN 2018 (country represented: Estonia) 7 Prizes: — Distinguished Delegation Award ('silver medal') — 6 Outstanding Position Paper Awards	

universities such as Oxford, Cambridge, Sciences Po Paris), to compete in a battle of wits and skills over who can provide the most persuasive and comprehensive case to an assigned topic after only 15 minutes of preparation. The EUDC is held in English with nine preliminary rounds over the first three days and a different topic in each round.

The format, which pits four teams against each other in two opposing sides, with two teams per side and two members per team, is known as **British Parliamentary Style (BPS)**. The top teams continued

debating for a further two days in the elimination outrounds, for both English native speakers as well as speakers of English as a second language (ESL). Past winners and veteran debaters also participated as adjudicators in the tournament. The Natolin team ended their exciting journey in the competition just before the quarterfinals.

Finally, in 2019, Natolin students took part in the **London International Model United Nations (LIMUN)**. The simulation is the LIMUN Foundation's flagship annual event, welcoming over **1,500 delegates** to the great

cosmopolitan capital of Britain, for three days of intensive debate. The student-led preparation programme was partially emulating the preparations for NMUN and was assisted by the Natolin staff when necessary. Due to a different format of the simulation, the delegates represented numerous countries (e.g. South Africa, Qatar, and Nigeria).

After two days of intensive committee sessions, the effort of the Natolin delegates at LIMUN 2019 was recognised, as five of our students were rewarded for embracing the principles of cooperation and dialogue, as well as for being able to make subtle concessions while upholding their policy interests. The team of the College of Europe in Natolin was victorious and earned **2 Diplomacy Awards** and **3 Honourable Mentions**.

EMBEDDING DIGITAL TECHNOLOGY

Information technology has transformed every field of activity, including our everyday lives. Thus, **digital technology** has been **injected into the EIS curriculum** and several activities from the College's larger portfolio have been adjusted to reflect its role and impact. In addition, digital tools are being used more often and intensively in student life.

INCORPORATION OF DIGITAL THEMES IN THE ACADEMIC OFFER

Natolin has recognised the digital world's growing importance in contemporary society by **launching several initiatives** to better prepare students for dealing with its challenges and opportunities.

Since 2013, topics related to information technology, cyber security, and e-government have been addressed during study trips, including a visit to the NATO Cooperative Cyber Defence Centre of Excellence in Tallinn, Estonia.

The EIS programme has also been **systematically enriched** with 'digital elements'. In the 2016/2017 academic year, a course on 'Digital Economy' was introduced to the curriculum. It aims to give students the fundamental analytical tools to assess the impact of EU digital policies on the European economy and society. In 2017/2018,

a new course on 'Journalism and Strategic Communication in a Digital Age' was introduced, designed to impart a critical understanding of digital media techniques from a theoretical and practical perspective. For the academic year 2018/2019, a compact seminar on the 'Digital Transatlantic Rift', a workshop on 'Digital Forensics and Deep Research Skills', and a 'Digital Diplomacy' simulation game were added to the curriculum, significantly **expanding digital-related content**.

Finally, a **series of lectures and talks** on the political and social impacts of digital technology has been introduced. Over the last two years, this series has touched on the relationship between humans and technology, biases in machine learning, artificial intelligence, social media, internet governance, cyber security and international law. Students have also been given practical digital security training on how to secure their communications.

DEPLOYMENT OF DIGITAL TOOLS IN STUDENT LIFE

The College of Europe in Natolin has been **steadily developing a digital learning environment** for its students. Students can access whatever information they need for their studies – including course-related texts, rules and procedures, forms and applications, etc. – on the College of Europe intranet. Its initial version went



↑ The calm Natolin Park is a perfect study environment

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↑ Practical workshops, such as this one on journalistic skills, are an essential part of the Natolin experience


live almost two decades ago, in 2000, but it underwent a **substantial overhaul in 2014**. Among other things, it now also serves as an internal communication platform.

Starting in the second semester of the 2017/2018 academic year, the agenda of all courses and all other campus activities was made available in the form of an electronic calendar known as the **eWeekly**. This marked a switch from paper-based calendars and represented a **major improvement** in terms of ease of use and convenience. The **eWeekly** is updated in real time and can be accessed by all Natolin students via their mobile devices.

In March 2018, the **Natolin eLearning Portal (NeLP)** was launched. It consolidated electronic resources that had previously been available to students in emails, scattered web pages, and miscellaneous notices. All this

information is now gathered in one place, on a simple interface offering instant access to the **College's range of digital services**. That also includes the full online catalogue of the Natolin Library.

Finally, Natolin has been using **videoconferencing**, allowing remote learning in a virtual classroom. Starting with the academic year 2018/2019, this system has been used by the College of Europe in Natolin in the framework of its joint Master of Arts in Transatlantic Affairs (MATA) with the Fletcher School of Law and Diplomacy at Tufts University. Courses take place at the Fletcher School in Medford, Massachusetts, with students from Natolin and their sister campus in Bruges participating remotely. Importantly, meetings of MATA Joint Committees, as well as the College of Europe's own Academic Council, also take place entirely or partially via videoconferencing.

The background of the page is a photograph of a campus scene. On the left, there is a white building with a dark door. In the center and right, there are large trees with yellow and orange autumn leaves. The ground is covered with fallen leaves, and a paved path leads towards the building.

Digital technology has been injected into the EIS curriculum and several activities from the College's larger portfolio have been adjusted to reflect its role and impact. In addition, digital tools are being used more often and intensively in student life.

A series of lectures and talks on the political and social impacts of digital technology has been introduced, touching on

7

key subjects: the relationship between humans and technology, biases in machine learning, artificial intelligence, social media, internet governance, cybersecurity, and international law.

RETHINKING THE ACADEMIC STRUCTURE

As the College of Europe in Natolin **revamped its academic programme** in the last decade, it also proved necessary to adjust the structure that governs it and prepare the groundwork for future ambitions. To this end:

- the academic administration was reorganised and strategy delineated;
- administrative processes were consolidated and streamlined, even as the workload increased;
- rules and procedures were clarified and standardised.

At the beginning of the reporting period (2008-2011), Natolin started with a single Academic Administrator, responsible solely for administrative and clerical tasks. Over the years, this support function **developed into an office** that oversees the execution of the EIS programme and ensures that its academic activities run smoothly. Said office, the Academic Administration, was created in 2011 when the team was also expanded to two members (including the Head of the Academic Administration). The unit has **more than doubled** in size and responsibilities in 2016, comprising five members of administrative staff in 2019.

Furthermore, since 2016 the EIS Department has a Coordinator of Operations. The coordinator's main task, together with the Head of the Academic Administration, is to **oversee the EIS programme's team** of academic assistants as they support the implementation of the academic programme.

In order to properly fulfil its mission to **provide support and direction** to the academic programme, the Academic Administration manages the EIS budget and handles contractual relations with faculty members. It also **monitors rules and standards** for the College community, regularly reviewing the relevant documents and seeking to continually improve mechanisms, procedures,

documents, and statistics related to Natolin's academic programme.

The Academic Administration's strategy to realise this mission is threefold:

- *Tools* used to carry out the tasks enumerated above must be modernised. Successful examples include the introduction of a **fully online College calendar** and the launching of the Natolin eLearning Portal (NeLP), which delivers digital services to students;
- *Processes* that sustain or support the academic programme need to be **streamlined and coordinated**. Examples include quicker diploma delivery, improved rules for exam supervision, and rationalization and standardization of course materials;
- *Information* required to carry out the College's mission must be **gathered and safeguarded**. This component has two main pillars: 1) the retrieval, analysis, and updating of data needed for academic activities at Natolin; and 2) the restructuring of electronic and physical archives. Both pillars contribute data needed to improve EIS tools and processes (the first two components of the strategy).

During the reporting period, several measures were taken to **enhance the administrative efficiency** of the EIS programme. Course information was made available by a simpler, more efficient process that also provided more support to new students in course selection. Systems and procedures governing the distribution of documents to students and graduates (e.g., diplomas, attestations, certificates, and grades) were streamlined as well. Automatic delivery of these documents – as soon as the necessary information is provided – was introduced, moving away from a 'delivery-on-demand' system.

The academic programme's best practices were also codified in a comprehensive '**Manual for EIS Procedures**',

first issued in 2016. This regularly updated handbook contains detailed guidelines and instructions for virtually every process involved in carrying out the academic programme or cooperating with other departments.

Another fundamental responsibility of the Academic Administration is to act as a regulatory guardian. Setting, updating, and upholding the rules is necessary for any institution that wishes to survive and maintain certain standards. It is also essential to ensuring **equal opportunity, fairness, and accountability** for all involved. The basic document regulating Natolin's EIS programme is called '*Dispositions particulières*' ('Special Provisions' in English) and its first version was drafted in the academic year 2007/2008. The entire document was revised in 2016, both in form and content, to reflect the institutional changes and make the text more user-friendly. Further revisions are made every year.

Master's thesis guidelines have also been drawn up. Their purpose follows a two-pronged strategy, as they are supposed to aid both students and professors. The research guidance provided to students has already been described at length. But from the organisational point of view, it was also important for students to have a ready resource in a standardised, written form. Such were the origins of the '**Master's Thesis Study Guide**', written in 2015 and expanded and **updated in 2018**.

For the 'flying faculty', a document explaining how thesis supervision works at Natolin was perhaps even more essential. Since visiting professors are often newcomers to the campus, coming from different disciplines, academic cultures, or professional fields, it is crucial to familiarise them with the expectations of the College and its students. To ease and harmonise this process, all essential elements were gathered into the '**Guidelines for Master's Thesis Supervision**', first issued in 2016. Following feedback from professors, the guidelines were **restructured and expanded in 2018**.

Even earlier, uniform standards were introduced for evaluating and marking student work. These guidelines, available to professors only, were revised in 2018 to set clear reference points and generic descriptions for

marking different categories of work (e.g. class assignments, exams, theses), and a reformulated version was prepared for the students as well.

Finally, in 2018, College regulations and procedures were **adjusted to comply** with the requirements of the EU's General Data Protection Regulation (GDPR).

LOOKING AHEAD

Over the past decade, the College of Europe in Natolin has compiled a proud **record of improvement**, strengthening, updating, and refining the academic offer and its allied elements.

The formula as described in the pages above has worked remarkably well. The College attracts and trains more and more students (see part 3 below) with robust academic credentials and passion for the mission ahead of them, and yet a steady number of them graduate each year. Over the last ten years, **93 per cent** of those who completed the year received their diplomas. See **Figure 11**.

Since it has been so rewarding, the College of Europe in Natolin is determined to preserve the formula and develop it further. Innovations and refinements of the EIS programme will continue and several avenues have already been identified and are actively pursued.

On the one hand, the College aims to continue to **strengthen its specializations**. Besides broader thematic majors, the EIS programme allows its students to develop expertise in even more specialised fields, such as energy governance and climate change, security, social movements and revolutions, religion and politics, migration, and digital technology. The College's offer will be constantly enriched in these fields. On the other hand, the College plans to keep maximising the flexibility of course choices for students throughout both semesters.

Furthermore, the aim is to keep improving Natolin's standing as a teaching and research institution.



↑ The first major student-staff meeting at the start of the academic year

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Academic Year 2018-2019
Manuel Marín promotion

NATOLI

A fundamental extension to our hitherto effort will consist in **increasing the involvement of the students**. Steps have already been taken in this direction, one of which saw the students write a paper after their participation in the Katowice COP24 international conference analysing specific chosen fields from the conference's programme; the paper was submitted to be presented at an energy conference to take place in June 2020.

Natolin will continue to stress the importance of off-campus activities and strengthen its commitment to the study trips, which are a **unique and successful** tool for academic and social enrichment. To improve this already effective endeavour, work will be done to provide an even **greater diversity** of the countries, societies, and environments that the students should interact with, while augmenting the thematic variety of issues addressed during these trips.

Also, professors will be encouraged to **capitalise on Natolin's location** by doing some of their teaching off-campus, **exploring the history and heritage** of Warsaw, Poland, and East-Central Europe. This process has already started with a special workshop on politics

and historical memory, organised in cooperation with the Warsaw Rising Museum and POLIN: Museum of the History of Polish Jews. More courses offering this kind of learning experience are planned in the future.

Additionally, the blended learning approach introduced with Natolin preparatory courses will be developed further. Initially offered before the first semester, these courses were converted into online modules accessible to all students, yet they still conclude with face-to-face sessions on campus. One of Natolin's distinguishing physical characteristics and a cherished comparative advantage is the **exceptional environment** its park-like campus creates for our students, a *genius loci* that helps live and learn in constant interaction with diverse opinions and ideas. Natolin does not intend to transform its campus into a full virtual learning environment. New projects need to take account of and build upon this specificity, rather than seeking to supplant it. Therefore, the College's short- and long-term ambitions will focus on **complementing the on-campus** teaching and learning encounters with online sessions and tools, whose role will be to improve rather than replace these interactions.

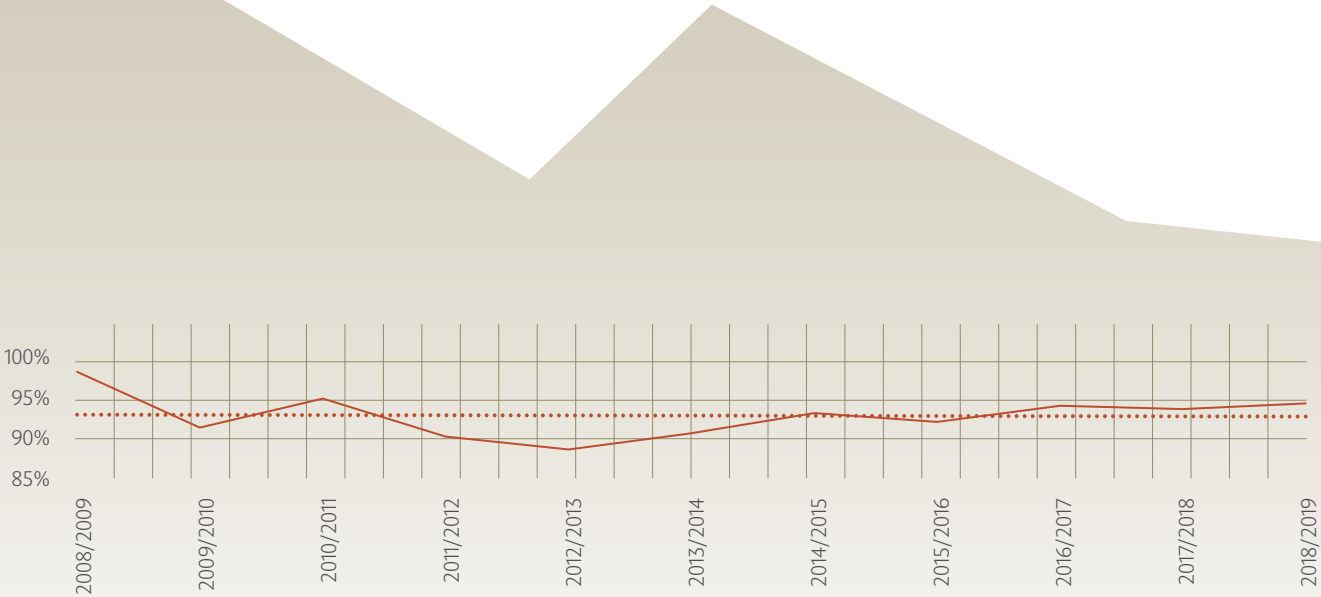



Figure 11: Graduation Rate (how many students received their diplomas after finishing their year)
Source: College of Europe in Natolin, internal data.

The background of the entire page is a photograph of a park. In the foreground, there is a large, ornate stone urn sitting on a square pedestal. The urn has a flared top and a body with vertical ribbing. Behind the urn, there are several trees with green and yellowing leaves, suggesting an autumn setting. The sky is overcast with soft, grey clouds. The overall color palette is muted, with a lot of greens, browns, and greys.

As the College of Europe in Natolin revamped its academic programme in the last decade, it also proved necessary to adjust the structure that governs it and prepare the groundwork for future ambitions.

Over the last ten years,

93%

of the students who completed the year received their **diplomas**.



↑ The historical Natolin Park is full of charm in every season of the year

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↑ Natolin constantly explores new ways of delivering classes, including in blended and hybrid formats

Finally, the College of Europe in Natolin also aims at improving its students' experience with practical yet fundamental aspects of their year-long experience at Natolin. **Formative feedback on the students' work** will be prioritised progressively. A pilot project will be launched to deliver computer-based examinations, rather than the paper-based forms. Ultimately, there is a plan to introduce an electronic system of delivering

official documents such as diplomas, diploma supplements, transcripts, certificates, or attestations, which are currently delivered in paper form – some of them exclusively. Being in possession of one's graduating documents within days of passing all exams will doubtlessly help students to build impressive candidate portfolios and increase the chances of our students to make their job applications stand out.

DEVELOPING PROFESSIONAL AND TRANSVERSAL SKILLS AND COMPETENCES

With employers demanding an ever-greater range of competences, the development of **transversal skills** that can be applied to a wide variety of situations is a matter of utmost importance.

For most students, the College of Europe in Natolin is their last year of formal education and a spring-board into a successful professional career. While they are all educated to a very high standard and many have previous work experience through internships and volunteering, the **transition to the professional workplace** can still be a source of apprehension, as many harbour unjustified doubts about their skills and employability.

The aim of the Natolin Careers and Professional Development Office is to help students develop a **mature awareness** of their competences, acquire knowledge of how and where to apply these and communicate them effectively to their potential employers.

EVOLUTION OF ACTIVITIES

Since 2008, students have expressed a **growing need for enhanced support** in building the bridge between their academic and professional lives. Initially, professional development at Natolin was coordinated by the Student Affairs Officers. Career aspirations were discussed in **individual meetings** with students and assistance in reviewing CVs and motivation letters was provided. As the level of interest was high, it was clear that for the following academic year 2009/2010 the scope of the support needed extending, thus a selection of workshops was introduced:


- Cross-cultural communication: a workshop aimed at **developing the students' awareness** of their own assumptions, emotions, and attitudes towards others;

- EPSO competition: a workshop where students develop their awareness of the **analytical and logical thinking** underpinning recruitment processes. The workshops specifically covered EPSO's computer-based tests (numerical, abstract, verbal reasoning, and situational judgement);
- Diplomatic Protocol: an **interactive presentation** by Ambassador Tomasz Orłowski (former Head of The Diplomatic Protocol in the Polish Ministry of Foreign Affairs), where students learn the historical foundations of diplomacy and acquire basic knowledge of diplomatic protocol and etiquette.

In 2012 a series of workshops on **effective learning techniques** and **mind mapping** was introduced at the very beginning of the academic year with the aim to support students in tackling the demanding academic programme.

With a consistently growing demand for supporting students in embarking on their professional careers, a decision was made to create a service dedicated specifically to professional development, then known as the **Natolin Careers Service**. For the first two years (2014-2016) it was managed by Ms Urszula Rapacka, who was then succeeded by Mr Łukasz Dobromirski.

From the outset, an important part of preparing students for their professional lives was offering **opportunities for networking** and **first-hand learning** about the career paths of professionals. Consequently, the Natolin Careers Service, in cooperation with the Communications and Recruitment Office, organized networking evenings and career sessions during the **alumni reunions** which regularly take place at Natolin. An important part of these events were, and are, the sessions where the alumni present their career paths, share insights from working in specific roles and institutions. These sessions



The aim of the Natolin Careers and Professional Development Office is to help students develop a mature awareness of their competences, acquire knowledge of how and where to apply these and communicate them effectively to their potential employers.

Career aspirations are discussed in

one-to-one

meetings with students, and assistance in reviewing CVs and motivation letters is provided.

There are

5

alumni reunions organised every year.

Since 2015, there have been around

20

Student Societies and Student Clubs formed every year.

proved very useful for the current students but also for the alumni as – thanks to them – they were able to refresh their alumni professional network. Now, every year there are at least **5 alumni reunions** organised (6ms, 5yrs, 10yrs, 15yrs, and 20yrs after).

As it was noted that students also needed a more in-depth perspective on working in specific institutions and professional roles, in 2015 a series of meetings called **'Meet the Professionals'** was introduced. During these informal sessions, professionals from **various fields** share their experience about their own career paths and current roles. Since 2015, students have had the opportunity to meet, amongst others, representatives of the European Commission, the European Central Bank, Frontex, the European Parliament, numerous think tanks, NGOs, as well as representatives of the private sector (i.e. law firms, consulting and public relations companies).

In order to keep the students up to date with all the relevant career opportunities, there are **daily updates on vacancies** on the Natolin Careers LinkedIn profile. Moreover, Natolin's public and private sector partners often provide information on internships and job vacancies **directly** to our students and alumni. All this is backed up by the rich resources on career and professional skills available at the Natolin Library.

Additionally, there are **in person meetings** organised with representatives of various companies and institutions that are interested in recruiting Natolin students once they graduate. During such meetings, students often have an opportunity to **individually sit down** with representatives of these institutions and present themselves during a short interview.

As certain sectors proved to be of special interest to the students, an initiative was taken in 2016 to contract professional career advisors with **specific sector expertise** e.g., international organisations (UN), think tanks, NGO's, EU diplomacy and others. These sessions started with group presentations detailing the characteristics of these sectors and the potential career paths and were followed by **individual consultations** of

the advisors with students on their CVs and individual career aspirations.

In 2017 all students took part in a **Development Centre** – a case-study based exercise – where two experienced assessors observed students during group exercises and prepared written reports for each participant on their strengths and areas for development. The aim of this process was to identify the key developmental needs in a range of transversal skills such as communication, teamwork, leaderships and problem solving. Although the participants demonstrated an overall high level of communication skills, they seemed less confident when asked to argue for their position and persuade others. As a result, **regular workshops** on argumentation skills have been introduced since 2018. These were particularly useful in preparing Natolin students for their participation in the European Universities Debating Championship in Novi Sad, Serbia in 2018. Since 2019 there is a very active **'Student Debate Club'** that meets weekly to practice debating skills. Every other week, professional debate coaches conduct workshops aimed at developing their argumentation and debating skills. Additionally, the coaches prepare students for debates taking place on campus as well as external debating competitions.

STUDENT SOCIETIES

Another area where students gain opportunities to practice and develop transversal skills through extra-curricular activities is the **Student Societies**. Since 2015, the College has made a structured effort to encourage and support these organisations. Every year there are between **15 and 20 'Student Societies' and 'Student Clubs'** formed. 'Societies' focus on different topics such as Security, Climate, Digital Affairs, the European Neighbourhood Policy, Women's Rights, History, or on geographical regions – such as the Balkans. 'Clubs' focus on leisure activities such as football, yoga, boxing, bouldering, tennis, and running, among others. Such a mix of extracurricular activities supports the students' overall wellbeing and sets a well-balanced standard for their future professional lives.



↑ Organising TEDx conferences gives Natolin students the possibility to develop a wide range of professional skills

As the number of Societies and their activities were developing dynamically from one year to another, a more **structured approach** was adopted, where at the beginning of the academic year, students were introduced to a **set of guidelines** developed to help them manage the activities of the societies. In 2018, these were amended to include two specific roles within each society: the **Head of the Society** and the **Communications Officer**. The management team of a Society works closely with a coordinator from the College's administration, who supports them in planning and organising their activity. The coordinator also conducts review sessions, where teamwork, leadership, and project management issues are discussed to facilitate learning from the experience.

In 2018 and 2019, over **15 student societies** registered, pursuing various interests such as security, energy, women's

rights, history, the arts and many others. For each society, students are asked to prepare an **activity plan** for the first and second semester, inducing them to thoroughly discuss their priorities, roles and responsibilities. Each individual project is then discussed with the coordinator that helps ensure the feasibility of the initiative (timing, budget, etc.) and assists with the implementation.

NETWORKING OPPORTUNITIES

Since 2017, there has been an on-going effort to build a **network of organisations** focusing on key current topics such as social inclusion, energy and climate, and innovations in education and digital fields. The aim is to provide students with **inspiration and opportunities** for civic engagement.



↑ Natolin's wide and open spaces allow students to socialise outdoors, no matter the season

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In 2018, a cooperation agreement was signed with the Polish branch of the ASHOKA Foundation, an international organization that promotes social entrepreneurship by identifying and supporting the world's leading social entrepreneurs – the ASHOKA Fellows. Students have an **opportunity to meet** several new Fellows from Poland's NGO sector and learn how they developed their ideas, how they implemented them into projects, and how one can get involved in supporting them. This gives the students an opportunity to see how various issues are approached and tackled on the local level and promotes networking with the local community and a higher degree of cross-cultural awareness.

The year 2019 marks the start of cooperation with the Network of Entrepreneurial Women (Sieć Przedsiębiorczych Kobiet), which aims to support young female entrepreneurs through education, funding and training. In November 2019, Natolin hosted a session where young entrepreneurs presented their businesses and concepts. This was an opportunity for the students to see how ideas can be **translated into practice** and presented in an **impactful way**. In the future, there are plans to organise workshops on entrepreneurial skills for students.

Since 2018, a consistent effort has been made to strengthen students' media literacy skills through workshops and mentoring sessions on **professional writing and interviewing skills**. These sessions helped the students build their confidence in their writing skills and in consequence publish articles for the **Natolin Blog** – now counting more than 100 articles – and other media outlets.

Based on the growing interest amongst students in quality journalism, a decision was made in 2019 to set up the **Natolin Communications Platform (NCP)** – an umbrella format gathering all media-related trainings, workshops, fireside chats and meetings with various media professionals on and outside the campus.

In 2019, several students took part in an external event called 'Building Trust in Journalism'. Moreover, they benefited from a **workshop on writing skills** delivered

by Ms Patrycja Bukalska, an experienced reporter. The workshops were followed by one-to-one consultations focusing on proofreading and editing texts, which were subsequently published on the Natolin Blog.

In partnership with the Wikimedia Foundation Poland, students were offered a series of workshops on Wikipedia – general introduction to the phenomenon of Wikipedia, case studies of some Wikipedia-related problematic issues, and a practical workshop on editing entries. Several students declared their **willingness to engage in creating** and/or editing entries on Wikipedia under the supervision of the Wikimedia Foundation.

One of the highlights of the NCP was the **workshop on storytelling**, delivered by Ms Emma Lacey-Bordeaux, a Senior Editor at CNN. The workshop was combined with practising speaking in front of the camera and followed up by individual feedback.

Since 2019, students have been able to benefit from **individual consultations** provided by Mr Adam Reichardt, Editor in Chief of the prestigious journal *New Eastern Europe*. Moreover, every month Mr Reichardt offers practical, tailor-made workshops responding to the growing student demand to work on various journalistic skills, such as text writing, conducting interviews, podcasting, and more.

LOOKING AHEAD

With the **growing competence** of the staff of the Student Affairs Office in providing students with individual consultations focused on their skills and career development, as well as the growing focus on community development, a decision was taken in 2019 to join the resources of the Student Affairs Office and the Careers and Professional Development Office under the management of the **Head of Community and Professional Development**.

Students are offered weekly **individually tailored career coaching sessions** conducted by members of the Office on an ongoing basis. A system of office hours with

→ A student-led summit marking the 10th anniversary of the Eastern Partnership
 ↓ Our students were invited to the prestigious State of the Union conference in Florence





↑ International events, often with external speakers, give students yet another chance to prove and develop their leadership and public speaking skills

online registration was introduced to facilitate these meetings. These sessions aim to equip students with **practical career management tools**, including a thorough understanding of their own strengths and competencies, an overview of the job market in their sector of interest, and a methodical approach to researching employment opportunities. Particular importance is attached to assisting students in naming specific and realistic career goals, preparing a well-structured and impactful CV, a credible LinkedIn profile, well-written cover letters, and consolidating job interview skills.

Most of the information about job vacancies is currently **available online** through various websites or services. As a result, the importance of online networks like LinkedIn and having a professional digital presence is constantly on the increase. Against this backdrop, the aim is to keep

providing Natolin students with **up-to-date guidance** on how to navigate this digital job market and how to build one's own professional digital presence.

At the same time, we believe in the importance of **one-to-one career coaching** where the fundamental questions about needs, values and aspirations are addressed, as only then Natolin students will be able to search and identify career opportunities adequate to their preferences and aspirations. This will be **continually supported** by the development of our **alumni network** of professionals which has always been a great source of inspiration and support for the students of each promotion. Once they join the ranks of Natolin's alumni, they can reciprocate by sharing their experience with future promotions.

MASTERING LANGUAGES AND INTERCULTURAL DIALOGUE

The Natolin Languages and Intercultural Dialogue Office (LIDO) was created out of the belief that a **multilingual and intercultural education** goes hand in hand with developing students' capacity for reflection, self-assessment and autonomy, along with an awareness and appreciation of cultural differences.

The Office also implements a **Specific Objective of the Erasmus+ programme** *"to improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness"*.

The Office strives to:

- provide professional foreign language education to Natolin students;

- promote multilingual and multicultural skills that facilitate mobility, enhance job prospects, and promote lifelong learning;
- provide a diverse language learning experience in terms of methods and delivery;
- embrace progress through effective use of technology;
- meet standards set in the Council of Europe's *European Language Learning System*;
- ensure continual professional development of its language teachers.

The Office began its activities in January 2008, then known as the Natolin Language Service (NLS). The

small unit consisting of its first Head, Mr Paweł Bartosik, and two language instructors, started to offer Natolin students complementary language courses in English, French and Polish. Dr Marta Wojakowska took over as Head of the Office in 2015. Under her guidance the number of languages on offer grew over time and the

team expanded to **10 professionals** in the academic year 2019/2020.

With a core curriculum taught in English and French, the College of Europe in Natolin is one of few **genuinely bilingual** institutions of higher education. It has

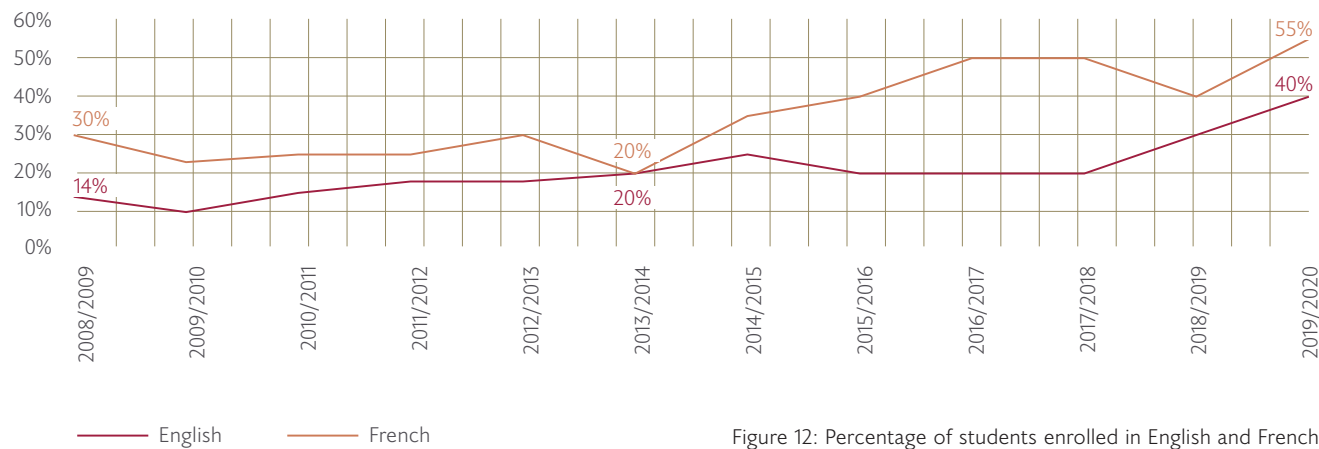


Figure 12: Percentage of students enrolled in English and French language courses, 2008/2009 to 2019/2020
Source: College of Europe in Natolin, internal data.

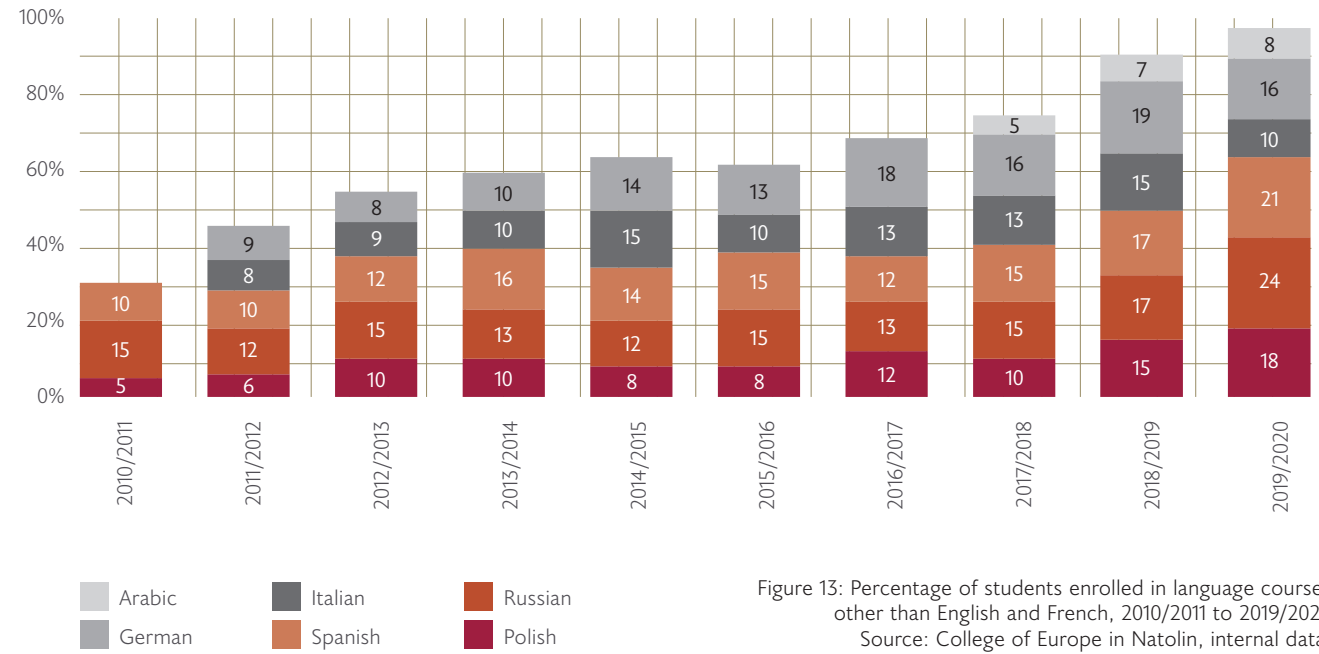


Figure 13: Percentage of students enrolled in language courses other than English and French, 2010/2011 to 2019/2020
Source: College of Europe in Natolin, internal data.

The College of Europe in Natolin is one of few genuinely bilingual institutions of higher education. It has always recognised the importance of language learning and intercultural dialogue, especially given the international composition of the student body and the labour market Natolin graduates try to enter.

10

language professionals teaching

8

different languages at all levels of the *Common European Framework of Reference (CEFR)*.

Since 2013, more than

90%

of Natolin students have participated in **language courses**.

The Natolin Language and Intercultural Dialogue Office has issued more than

1,260

language certificates since 2013.

always recognised the importance of language learning and intercultural dialogue, especially given the international composition of the student body and the labour market Natolin graduates try to enter. Language skills are also **vital to European integration** and the **Union's external policies**.

Today, staff members include **researchers** affiliated with the University of Warsaw and the Pedagogical University of Cracow; graduates of the Sorbonne, the University of Delhi, Moscow State University, and the University of Granada; research fellows at the Polish Academy of Sciences, and **lecturers** from other academic centres and institutions such as Frontex, the OSCE, the European Commission and the Court of Justice of the European Union.

MULTILINGUALISM

In order to promote **multilingualism** and improve our students' employment prospects, LIDO has continuously developed and expanded its comprehensive offer and support.

Since 2010, with an aim to prepare students for a bilingual learning environment, LIDO has been organising a **Summer Language Academy** for incoming students who need to boost their level of proficiency in English or French. For those who need more remedial work, an **e-learning programme** is also available.

The drive to improve quality and balance the curriculum led to the hiring of additional English and French teachers in 2010, resulting in the creation of some popular new language courses. Here the aim was to develop more specialised skills for academic and professional purposes (e.g. *Écriture Académique*, *Atelier de phonétique de la langue française*, *Français de la diplomatie*, *English for Academic Purposes*, *Everyday English*). See **Figure 12**.

That same year, the Office began its **ongoing cooperation** with the *Goethe Institut*, which – apart from offering German language courses – provides Natolin

students with free access to the Institute's extensive library and multimedia resources.

This growth came in the wake of the **expanding academic interests** of Natolin students, whose specialisations (majors) increasingly focused on the EU's eastern and southern neighbourhoods, or on cooperation with even more distant countries. Thus, in 2010 **the offer was enriched** with courses in Russian; and in 2012, courses in Spanish were added. These additions allowed LIDO to provide language instruction in the majority of UN conference languages. The creation of the Chair of European History and Civilization prompted the introduction of Italian to prepare graduates for doctoral research in Italy. Since 2013, **more than 90 per cent** of Natolin students have participated in language courses, with majority taking classes in two or more languages.

'**Survival Polish**' is a perennial favourite among Natolin's non-Polish students. This basic language course helps students use Polish in their everyday lives and adapt to a new set of cultural expectations and social norms. To meet the needs of students with regional experience or plans for an academic specialisation in Central and Eastern Europe, the Office began offering more advanced Polish courses in 2014 (levels B1 to C1). These courses were designed for both Slavic and non-Slavic students, with grammar and vocabulary content appropriate to students' fluency and professional interests.

Today, the Natolin Languages and Intercultural Dialogue Office offers lessons at all *Common European Framework of Reference* (CEFR) levels in eight languages: English, French, Polish, Russian, Spanish, Italian, German and Arabic (on offer since 2018). This multilingual approach has proven to have a significant impact on the **development of professional skills**, thus improving Natolin students' chances of success in a demanding job market. See **Figure 13**.



- ↑ We are constantly modernising and improving our teaching methods and technologies
- All Natolin students can take intensive language courses and obtain language proficiency certifications



↑ Natolin language courses take place in small groups, allowing for better student-teacher interaction

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↑ Courses take place in a historic building that once served as a Coach House

METHODOLOGY

Nowadays, the intercultural dimension, and **plurilingual and pluricultural competences** are central to the didactics of foreign languages. Some evidence suggests that foreign language classes are the perfect place to link cultures: learners have the opportunity to experience and analyse cultural otherness, and to use this experience to reflect on matters that are usually taken for granted within one's own culture and environment. This, in turn, requires the abandonment of the monolingual ideal (which has long dominated Europe) and the promotion of pluralistic approaches, a new paradigm for language teaching/learning described in detail in the *Framework for Pluralistic Approaches* (2007). It is therefore essential to take this new reality into account, and to adapt to it also in the case of training for young adults.

LIDO has always paid attention to continuous improvement in quality and standards by incorporating the **latest research and technology** in language education. Since 2009, its courses have been **fully compliant with CEFR guidelines**. To accommodate multinational and multicultural groups, the courses have a two-tier structure, helping students to overcome academic gaps arising from different educational backgrounds while allowing the free interplay of cultural identities. Extracurricular activities such as tandem learning are actively promoted.

Language classrooms at Natolin were equipped with interactive electronic whiteboards in 2009. Since then, LIDO has continued to seek out **multimedia innovations** to facilitate students' linguistic development. Examples include *Quizlet.com* (an electronic platform

for teacher-created content), *Kahoot!* (a game-based system for language learning), *Socrative* (a cloud-based student response system), and many others.

Over time, the Office has been trying to align its courses with the academic curriculum using a **Content Integrated Learning (CIL) approach**. CIL was introduced in 2013 to align with EIS courses taught in French so that participants could better employ their French in oral and written tests or in their specialised course work. EIS courses taught in English followed suit in 2014, with LIDO supported preparation for writing the Master's thesis, preparing seminar presentations, and support in reading specialist literature. In 2015, Polish and Russian language courses were also modified to prepare the students for study trips, job interviews, or dealing with specialist literature.

The LIDO team members also published a two-volume textbook, *Polskie Czytanki*, in 2017/2018, giving Polish language learners an introduction to Poland's history, culture, and customs.

LANGUAGE CERTIFICATION

In 2010, in response to the needs of students and potential employers, LIDO began **issuing certificates** confirming students' language competence levels. The certificates can serve to meet job requirements or, in some situations, be accepted by other educational institutions as a proof of qualifications.

LIDO's collaboration with *l'Organisation Internationale de la Francophonie* began in 2011, providing funding for the TCF exam (*Test de connaissance du français*). Since 2013, LIDO language exams have corresponded to CEFR levels in English and French, since 2014, in German, Italian, Polish, Russian, and Spanish, and since 2018 also in Arabic.

Altogether, the Natolin Languages and Intercultural Dialogue Office has issued **more than 1260 language certificates** since 2013, along with **260 TCF** (*Test de connaissance du français*) certificates.

LOOKING AHEAD

When in 2019 the Office changed its name to Natolin Languages and Intercultural Dialogue Office (LIDO), it was a natural consequence of the expanding scope of activities and the ever-evolving paradigm in which it functions. In addition to courses in the current eight languages, there are plans to **expand LIDO's offer further**.

At the same time, the CEFR has been amended to make the role of **multilingualism and mediation** more prominent, resulting in the latter becoming a distinct competence with its own descriptors. Consequently, and in order to stay abreast of these developments, LIDO began to exploit the possibilities arising from the changes to partially shift its focus from language instruction to language interaction. Neither, however, would be possible without emphasizing the cultural realms that languages describe.

While the language instruction processes at LIDO and the various methodologies used have long been influenced by the **multicultural setting** of the College of Europe in Natolin, its staff and the student body, there has been a growing need to put more emphasis on the **cultural angle** such instruction naturally entails. In order to achieve this, **new roles** have been assigned to LIDO's staff such as organization and implementation of culture-oriented workshops, conferences and other events aiming to create space for intercultural dialogue within the College of Europe in Natolin as well as extramurally.

The new name, therefore, aims to signal and reflect this change as well as to serve the purpose of facilitating interaction with internal and external clients and stakeholders, as LIDO readies itself for another decade of successful expansion. In the future, LIDO will continue to create a **made to measure** service of specially prepared courses, which are adapted to the individual needs of the students with a view to **maximising language learning** over the 10 months of the academic year.

FOSTERING AN INCLUSIVE AND SUPPORTIVE STUDENT COMMUNITY

The experience of studying at the College of Europe in Natolin goes **far beyond the academic programme**. There is a true mission of fostering an **inclusive and supportive community** in which students can live and study together. This diverse, multicultural setting helps students transcend cultural barriers, challenge stereotypes, build intercultural dialogue, and learn from each other, thus creating strong, long-lasting bonds.

Until 2014, student affairs were managed by a Student Affairs Officer, often a recent graduate of the College. The first to lay the foundations for this role between 2008 and 2010 was Mr Paweł Bartosik, later succeeded by Ms Dorota Świątek (2010-2012), Ms Małgorzata Śmieszek (2012-2013), Ms Urszula Rapacka (2013-2014), Ms Weronika Boruc (2014-2015), and Ms Zuzanna Atanasow (2015-2016). Students appreciated having **dedicated support staff** available to consult and discuss various topics, issues, and problems. At the same time, it transpired that living in a rather closed on-campus community increased the need, students had to speak with someone who was not a fellow student, administrator or faculty member. Consequently, in 2010, the position of External Psychological Counsellor was created, giving students the opportunity for **confidential discussion and guidance** and thus the scope of student support gained a new dimension.

The Student Affairs Officer also helped students organise extracurricular events such as **National Days**, along with leisure activities such as dance classes, individual and team sports, and choir rehearsals. These various activities have always been important from the perspective of the students' overall well-being, but they also **promote inclusiveness**, as students can share their interests and passions with one another. As interest grew and more initiatives were proposed, there was a need to expand the

student affairs support team. In 2016, Ms Małgorzata Wiśniewska became the Head of the **Student Affairs Office (SAO)**. The expanded office addressed a wider range of student issues previously handled by different departments, making SAO the main point of contact for non-academic activities.

Since 2019, the activities of the Student Affairs Office are consolidated under the management of the Head of Community and Professional Development, Mr Łukasz Dobromirski, supported by a team of 2 staff members.

ACTIVITIES

The Student Affairs Office serves as a **community gathering space** where students can come and talk about any issue and can be heard out and supported. Since 2019, a consistent effort is made in order to help students and staff build a closer-knit community. There are several **joint initiatives** undertaken that help students and staff integrate, such as open-mic nights, sport tournaments and many more.

As we aim to promote **social engagement and voluntary work** amongst staff and students, the Student Affairs Office organised a joint student-staff charity initiative in 2019 where items were collected for children from disadvantaged families, and for refugees. The collection of clothes for refugees proved a success which spurred students to continue the collection throughout the rest of the academic year.

Each year, student evaluations have consistently emphasised the important role of campus activities, including the National Days and other student-organised cultural events, such as concerts and choir performances. Indeed, the **Natolin Choir** has a long tradition. Led by a professional conductor, Ms Katarzyna Boniecka,

The experience of studying at the College of Europe in Natolin goes far beyond the academic programme. There is a true mission of fostering an inclusive and supportive community in which students can live and study together. This diverse, multicultural setting helps students transcend cultural barriers, challenge stereotypes, build intercultural dialogue, and learn from each other, thus creating strong, long-lasting bonds.

4

Student Representatives are elected by the students to liaise with the administration and discuss students' needs.

1

Inclusion and Diversity Ombudsman and

a team

of **Student Confidants** elected by the students care for the inclusivity and diversity of the campus community.

Every year,

more than 10

National Days are organized reflecting the diversity of cultural traditions on campus and facilitating intercultural dialogue.



↑ The Closing Ceremony offers a chance for common celebration and goodbyes

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↑ Students and staff play in the traditional Natolin Football Cup





Pedro Oliveira (PT)

HENDRIK BRUGMANS PROMOTION 1997/1998

DIRECTOR MULTILATERAL AND EUROPEAN AFFAIRS,
PORTUGUESE DEVELOPMENT COOPERATION

The Natolin spirit

”

I still recall Natolin as if I have never left the premises. I spent there some of the best and most challenging times of my life, both as a student and staff member. It was my home and workplace at a very interesting moment in Europe – we felt part of something bigger, with Central and Eastern Europe a step closer to accession. Our team, back then, never turned its back to adversity or debate, but fought for ideas, and ideals, based on rigorous analytics and a lot of hard work. It has indelibly shaped my personal and career paths. Today, while I dedicate my work to global development, I remain guided by the firm belief in the European project thanks to the “Natolin spirit”.



↑ The student-led National Days are a true showcase of Natolin's diversity



↑ The Natolin Student Choir performs at important events throughout the academic year





↑ Student Representatives play an important role in the student community life at Natolin

the ensemble is composed of students who rehearse regularly and perform at campus events and on special occasions in Warsaw.

National Days reflect the **diversity of cultural traditions on campus** and facilitate intercultural dialogue. These are student-led events and aim at familiarising students of the College with the heritage and culture of their fellow Natolinians' countries of origin. Over the past decade, the National Days have gone through a process of identifying best practices, which were compiled in 2015 into a set of guidelines that should be followed when organising these events. The goal became twofold – showcasing cultural diversity and allowing students to **develop transversal skills**. Today, National Days give students valuable practice in teamwork, cross-cultural

communication, time management, and project management skills that will certainly prove useful in their future careers.

Until 2013, many Natolin students had the chance to visit their sister campus in Bruges only during the yearly study trips to the EU institutions. Since both campuses recognised the **value of closer contacts**, these visits were formalised in 2014 with **regular exchanges** organised by the respective Student Affairs Offices. Starting in 2017, two weekends each academic year are reserved for such exchanges: one for Natolin students to visit Bruges and another for Bruges students to visit Natolin.

The approach to promote skills development through group initiatives was taken a step further in 2017, when

a competence-based approach was adopted. Teams of student organisers met regularly with coordinators from the Student Affairs Office to discuss teamwork, communication, and project management skills.

STUDENT REPRESENTATION

Student involvement in the campus life, including planning and implementing activities, is very much encouraged, since it tends to promote creativity, openness, and self-sufficiency within the student community.

As over the years **Natolin's enrolment expanded** and extracurricular activities became more structured, there was a growing need to clarify the roles and responsibilities of Student Representatives. Based on discussions with the student body, the **Standing Orders for Student Representation and Student-Staff Consultation** were introduced in 2018. These clearly delineated the role of the new Student Assembly, established voting procedures and set tasks and responsibilities for four such positions: the President, the Vice-President for Welfare and Leisure, the Vice-President for Academic Affairs and Languages, and the Vice-President for Societies and Professional Development. The Student Representatives meet regularly with respective members of the administration to discuss students' needs and issues. This cooperation has proved **very helpful in building a bridge** in the relations between students and staff.

The Student Representatives also organise **Student Assemblies**, where matters are discussed by the entire student community and resolutions are voted on the most important issues the students wish to address.

In 2019, to support the inclusiveness of the community, a position of **Inclusion and Diversity Ombudsman** was created. This person, together with a team of Student Confidants elected by the students, cares for the **inclusivity and diversity of the campus community**. Alongside the Student Affairs Office, the Ombudsman takes initiatives aimed at promoting a culture of inclusiveness and non-discrimination by, among others,

organising workshops on topics such as *Boundaries in Interpersonal Communication*, and *Inclusion and Diversity*.

LOOKING AHEAD

The College of Europe in Natolin will continue to **strengthen and develop** student representation, as the resulting sense of ownership translates directly into improved relations between students, staff, and faculty.

A **proactive approach** to community building will be further pursued through integration activities and workshops, including sessions dealing with such issues as consent in interpersonal relations. The culture of **zero tolerance for any discrimination or harassment** is strongly grounded at the College of Europe in Natolin from the very start of each academic year, and students are given all assistance needed in order to build a **safe and supportive campus community**.

We regard the empowerment of students to set and pursue their own initiatives as an essential part of the Natolin experience.





2

A CENTRE OF EXCELLENCE IN RESEARCH AND LEARNING: NATOLIN AS A KNOWLEDGE HUB ON EUROPE

ACTIVITY REPORT
2009-2019



THE EUROPEAN CIVILIZATION CHAIR

The first holder of a European Civilization Chair at Natolin was Professor Bronisław Geremek. After his death in 2008, the European Parliament re-founded the Chair in his memory. In 2011, Professor João Carlos Espada took up the Chair, and was succeeded in 2014 by its current holder, Professor Richard Butterwick-Pawlikowski. The work of the European Civilization Chair has focused particularly on the **division and partial reunification of Europe in the twentieth century**, but with a deepening emphasis on the context of **European civilization as a whole**. It is based on the conviction that the study of Europe's past can help to **inspire the building of its future**.

MISSION

Ever since its re-founding in 2011, the European Civilization Chair has been an **integral part** of the academic work and research at Natolin, and has **enhanced** the EIS programme's interdisciplinary character. The 'philosophy' behind the Chair reflects the symbolism of the College of Europe in Natolin's own founding, that is, **the reunification of a divided continent**. In a similar vein, looking at the history of Europe as the history of the whole continent, and appreciating the roles and contributions of all its parts, can be seen as **a 'reunification' of perspectives on European history**.

As no aspect of European civilization, in all its richness and diversity, is excluded from its purview, the Chair symbolizes Natolin's commitment to taking a **'longer and broader view'** of the idea of Europe. This aim is pursued through the teaching, supervision, extracurricular activities, research, and outreach conducted or organised by the Chair. This feature **distinguishes** Natolin from otherwise comparable postgraduate programmes in European Studies.

At the heart of the Chair's mission is the conviction that the extreme challenges of Europe's present and future cannot be met merely with technocratic solutions. To facilitate the creative thinking and imaginative responses demanded by present discontents, a broader and longer view of Europe is needed, one that includes perspectives situated well beyond the EU's current borders and looks back over three millennia to Europe's genesis as an idea and a civilization. In doing so, it is essential to appreciate the rich and diverse contributions to European civilization made in all parts of the continent, and not only in its present, neo-Carolingian north-western 'core'. Natolin, which lies close to the EU's eastern frontier, yet so near the continent's geographical centre and the interface between Christianity's Western and Eastern traditions (once embodied in the Polish-Lithuanian Commonwealth), is an ideal place to undertake this mission, encapsulated as **'Europe 360°'**.

From the outset, the students' Natolin experience is grounded in the histories of European integration, of East-Central Europe in particular, and in aspects of European civilization in general. Since the Chair's re-foundation in 2011, its principal focus has been on **recent European history**, and especially on Europe's twentieth century journey from division to reunification – with the caveat that reunification remains very much a work in progress. This is in keeping with Natolin's core academic programme, European Interdisciplinary Studies (EIS).

EVOLUTION OF STAFF

This double focus, on Europe's twentieth-century experience and on a **holistic approach** to European civilization, reflects the dual role of the first holder of the European Civilization Chair – Bronisław Geremek. Professor Geremek played an important role in shaping twentieth-century history – as a principal advisor to 'Solidarność', as Foreign Minister of the Republic of Poland, and as a Member of the European Parliament. Having been formed by some of the most **tragic aspects of Europe's division**, he contributed mightily to its partial reunification. Professor Geremek was also a distinguished historian of medieval Europe, whose scholarly work exemplified the 'longer and wider' view of Europe and its civilization. This, too, was reflected in his teaching for the College from 2000.

Following Professor Geremek's death in 2008, the **European Parliament** re-founded the European Civilization Chair in his memory. The funding included provision for about **10 Geremek scholars** – historians – to study European Interdisciplinary Studies at Natolin each year. The first holder of the renewed Chair was Professor João Carlos Espada, who served between 2011 and 2014, aided by Mr Richard Washington and Dr Quincy Cloet as Research Assistants. Professor Espada continues at Natolin as Visiting Professor.

Professor Richard Butterwick-Pawlikowski became the next and current Chairholder in 2014. As the Professor of Polish-Lithuanian History at University College

London, he has been concerned to give due attention to Central and Eastern Europe in discussions of the shared heritage of European civilization, and in particular to the region's ideas and practices of liberty. Drawing on this expertise, especially in the eighteenth-century Polish-Lithuanian Commonwealth, the theme of 'the Fate of Freedom' – not only in Eastern Europe – has been developed through **conferences and research**.

Since 2014, the European Civilization Chair has employed several Research Assistants, whose knowledge and expertise greatly contributed to the Chair's **activities and publications**. Dr Quincy Cloet continued in this role until 2015, then was succeeded by Dr Graham Clure in 2016-2017. Dr Przemysław Pazik was employed as Chair Assistant from 2015 until 2019. In 2015, Dr Alex Dowdall joined the Chair as the first Postdoctoral Research Fellow. The second Postdoctoral Research Fellowship was awarded to Dr Johannes Remy, who served in this position in 2015-2016. Since 2015, Professor Paweł Kowal of the Institute of Political Studies of the Polish Academy of Sciences has also held a Postdoctoral Research Fellowship within the Chair. In 2019, Dr Olivier Lewis joined the Chair as an affiliated Research Fellow.

Professor Kowal and Professor Georges Mink, the former Director of Studies and now the Permanent Professor at the College of Europe in Natolin, have worked together to develop, launch and carry through to enormous success Natolin's flagship project, '**Three Ukrainian Revolutions (3R)**', an extraordinary programme of research crossing the disciplinary boundaries between oral history, contemporary history and social and political science. The project has established Natolin's place among the **leading centres** of Ukrainian studies.

The Chair's contribution to the College falls within three overlapping fields: education, research, and outreach.

EDUCATION

The educational dimension of the Chair's work is centred on, but not restricted to courses and supervision.



Founded by the European Parliament in 2008 in memory of Professor Bronisław Geremek, the European Civilization Chair symbolizes Natolin's commitment to taking a 'longer and broader view' of the idea of Europe.

3

flagship research themes, around which the Chair organizes international conferences and writes relevant academic publications:

'Three Ukrainian Revolutions'
(3R Project)

'Breaking Empires, Making Nations'

'The Fate of Freedom'.

At the start of the academic year, all students at Natolin take the course 'History of European Civilization', which offers the opportunity to **explore and discuss** broad contours of continuity and change from classical antiquity to the present. It is assessed with the aid of visual sources. All students then take a core course on '*L'Europe centrale en XXe et XXIe siècle: histoire, politique, sociétés*', conducted by Professor Mink. The purpose is to equip all students with the necessary understanding of a vast region (including Russia and Germany) which was crucial to the making of Europe's twentieth century. Professor Mink and the Chairholder also collaborate on an **optional workshop** on the politics of history and memory, in cooperation with three Warsaw museums.

The steady growth in historical courses at Natolin has led to the **development of a new second-semester major in European History and Civilization**. This was offered for the first time in 2016/2017. Students who choose this major all participate in a 'Master's Thesis Colloquium', jointly led by the Chairholder and Professor Mink, which, beginning in the first semester, provides a student-driven forum for the presentation and deeper discussion of approaches to historical study and research.

Optional courses address broad themes in economic, political, intellectual, colonial, and post-colonial history, such as 'The End of Empire: Decolonization in Asia', taught by Professor Wasana Wongsurawat, '*La construction d'identités nationales en Europe, XIXe-XXe Siècle*', taught by Professor Anne-Marie Thiesse, 'Totalitarian Regimes and Ideologies in Twentieth-Century Europe', taught by Professor Roger Moorhouse, 'Central and Eastern Europe in the Twentieth Century' taught by Professor Tomasz Pudłocki, and 'Geopolitics and Diplomacy from Constantinople to Rome (1453-1957)' taught by the current Chairholder.

Such themes can be developed in **compact seminars** and **masterclasses** – including one on liberalism by the previous Chairholder, Professor João Carlos Espada – as well as the **workshops** led by postdoctoral fellows of the **Max Weber Programme of the European University Institute in Florence**. The latter have covered

broad-brush themes such as 'Back to the Future – from Europe's Rise back to China's Centrality?'.

RESEARCH

Students are also able to participate actively in research conducted collectively within the Chair. The leading example is the Chair's **first major research theme, 'Three Ukrainian Revolutions (3R)'** – a far-reaching interdisciplinary history project initiated and carried out in cooperation with a number of distinguished academic partners: Harvard University, the University of Alberta, University College London, Kyiv-Mohyla Academy, the Polish Academy of Sciences, and the *Centre d'études des mondes russe, caucasien et centre-européen* (CERCEC, Paris).

The 3R Project provides a **multi-dimensional analysis** of the three most significant protests which have taken place in Ukraine since 1990: the Revolution on Granite (1990), the Orange Revolution (2004-2005), and the Euromaidan or Revolution of Dignity (2013-2014), and has stimulated further academic debate.

3R is a **unique, 'oral history' approach** to the contemporary history of Ukraine. Throughout 2016, the 3R project team interviewed dozens of participants and leaders of Ukrainian protest movements – including some of the College's own students. The team has assembled an oral history repository to be publicly available for students and experts of modern Ukrainian history, society, and politics. These unique research materials have been used by, among others, students writing Master's theses at Natolin.

Within the framework of the 3R Project, a conference, three major symposia, and a seminar have been organized since 2016. **Participants in the revolutions, scholars, prominent experts** on Ukraine, as well as **leaders or former leaders** (heads of state or heads of government) of several countries, have participated in these events. To date, the output of the 3R Project includes the publication of two volumes of ***Three Revolutions: Mobilization and Change in Contemporary Ukraine***.



- ↑ The international symposia 'Three Ukrainian Revolutions (3R)' organised at Natolin were unprecedented political, diplomatic and academic events
- ← The 3R Project led to the publication of several volumes of groundbreaking research
- ↑ 'The Fate of Freedom in Eastern Europe: Autocracy – Oligarchy – Anarchy?' is another major research project by the European Civilization Chair

A third volume, containing documentary sources, is in preparation. The 3R project's relevance and success have put Natolin on the map as **one of the few hubs** of Ukrainian studies.

'Breaking Empires, Making Nations?' is the Chair's **second research theme**. To mark the hundredth anniversaries of the First World War and its aftermath, the European Civilization Chair organised in 2015 an international conference with leading European and North American scholars. The post-conference collective publication, *Breaking Empires, Making Nations? The First World War and the Reforging of Europe*, was published in 2017. Since then the Chair has organized an ongoing series of high-level lectures and debates. These have so far addressed the Russian, Habsburg and British Empires, and Polish and Irish independence.

Among the largest events organised by the Chair to date was a conference held in September 2016, involving leading historians, politicians, journalists, political scientists and philosophers. Their deliberations inaugurated the Chair's **third research theme**, **'The Fate of Freedom'**, by posing a classic Aristotelian question in a regional context: *The Fate of Freedom in Eastern Europe: Autocracy – Oligarchy – Anarchy?*. This was followed up early in 2018 by an international conference on *Rousseau, Poland and Europe: Federalism – Sovereignty – Prosperity – Patriotism*, which gathered both distinguished and emerging *dix-huitiémistes*. A collective volume is in preparation, co-edited by Dr Graham Clure and the Chairholder.

OUTREACH

The Chair organises events ranging from **major international conferences** and **symposia** to **special lectures** and **small-scale seminars**. They are addressed to the students of the College but also to the wider public of Warsaw. The Chair has twice partnered the Romanian Cultural Institute in staging public discussions. Among the special lecturers hosted by the Chair since 2014 are Ms Anne Applebaum and Mr Edward Lucas – both of whom have subsequently contributed with courses or workshops to the EIS programme.

The synergy between education and outreach is exemplified by the well-attended **debates** held at **the Royal Łazienki Museum** in Warsaw between 2015 and 2017. Students debated *What does it mean to be European?* in 2015, *Security for Europe in a Time of Crisis* in 2016, and *A Wider Europe? Debate on Identities and Values between the EU and its Neighbours* in 2017.

Outreach is also the aim of the **three prizes** associated with the Chair. Since 2015, the **Bronisław Geremek Prize**, awarded in cooperation with the Bronisław Geremek Foundation, recognises an outstanding book on the history of European civilization. A prize is also awarded for an outstanding first academic monograph in the same field. The format of these awards is now under review.

The **College of Europe-Arenberg Prize**, granted jointly with the Arenberg Foundation on a biennial basis since 2015, rewards an outstanding Master's thesis or published article by a postgraduate student that uses historical and/or comparative analysis to explore the principles and workings of unions, communities or federations, and applies them to questions of European integration. The Chairholder pre-selects the submissions from which the Jury, of which the Vice-Rector is a member, chooses the winner.

Since 2017, the Chair has also assisted the Vice-Rector with the College's contribution to the **Ivan Vyhovskiy Prize**, which enables a leading Ukrainian scholar in the humanities to spend research time at a consortium of Polish universities and colleges. Three scholars from Ukraine have already been guests of the College of Europe in Natolin within this programme.

LOOKING AHEAD

Glancing back from the viewpoint of 2019, it is clear that the Chair's role in fulfilling Natolin's **wider mission** has grown substantially since 2014. With some initial goals already accomplished, it is time to take stock and look forward.



↑ Award Ceremony for the College of Europe – Arenberg European Prize, held at the European Parliament

The 3R Project is now being carried to a new level under the direction of Professor Paweł Kowal, mining a rich lode of **original research**. The future evolution of the 3R Project will likely take the team further into the social sciences, for example in analysing the ‘laboratory of changes’ begun by the systemic transformations of 1988-91.

Historical courses have become a full-fledged component of the Natolin curriculum, forming the basis for one of the four second-semester majors – **European History and Civilization (EHC)**. However, the Chair’s role in the EIS programme and campus life is not restricted to the major. While both Academic Chairs embody the Natolin commitment to taking a ‘longer and wider’ view of Europe, History is less specialised than the study of the EU Neighbourhoods and the ENP. Instead, **History is a foundation** crucial for all students. To this end, since the academic year 2018/2019 the EIS programme provides for the choice of a historical course in the

second semester by all students not enrolled on the EHC major, while those on the EHC major should choose one non-historical course. The number of students taking the major has varied between nine and sixteen – fourteen in 2019/2020 – but more students than ever before are studying historical courses. The continuance of the major expresses Natolin’s **commitment to the study of history**.

Given the **rising number** of visiting professors, all leaders in their respective fields, teaching courses in twentieth-century European and global history, the current Chairholder could in future concentrate on teaching ‘deep history’ over the *longue durée*.

The Chair’s activities across education, research and outreach are all underpinned by the Natolin commitment to taking ‘a longer and broader view’ of Europe, and by the conviction that the study of Europe’s past can help to inspire the building of its future. *Historia pro futuro!*



Nadja Schmidt (AT)

CHARLES DARWIN PROMOTION 2009/2010
EXECUTIVE DIRECTOR, ICAN AUSTRIA – THE INTERNATIONAL
CAMPAIGN TO ABOLISH NUCLEAR WEAPONS;
CHIEF EXECUTIVE OFFICER, VISUELLES E.U.

Building bridges across fields and cultures

”

The College of Europe at Natolin shaped my approach to European and global issues and prepared me well for the complexities of working in international affairs. Maybe even more importantly, the friendships I made there have strengthened my identity as a European citizen. The College allowed me to create enduring connections to people across Europe and European institutions. After working at the Disarmament Unit of the Austrian Foreign Ministry, I helped found the national branch of the International Campaign to Abolish Nuclear Weapons (ICAN). As its Executive Director, I led the efforts to bring Austria to the forefront of the fight for a world without nuclear weapons. This global campaign led the United Nations adopting a treaty banning nuclear weapons, and ICAN was awarded the Nobel Peace Prize in 2017. These experiences encouraged me to venture into the private sector, founding Visuelles, a digital communication start-up that develops strategies for clients looking to expand internationally. In this sense, my career is still based on my Natolin experience of building bridges across fields of activities and cultures.

Founded by the European Parliament in 2012, the ambition of the European Neighbourhood Policy Chair is to place Natolin at the cutting edge of academic study of new developments in EU-neighbourhood relations, as well as in the EU and the EU's eastern and southern neighbourhoods as such.

Since its establishment, the Chair has published

9

monographs and edited volumes.

It has organized more than

40

high-profile events.

7

The **editions of the ENP PhD Summer School** helped more than

100

students with their thesis.

THE EUROPEAN NEIGHBOURHOOD POLICY CHAIR

The European Neighbourhood Policy (ENP) Chair, anchored since 2012 at the College of Europe in Natolin, is **a unique academic unit** that focuses exclusively on the study of the ENP and the EU's neighbourhoods.

MISSION

Based on an initiative of the European Parliament, the European Neighbourhood Policy Chair (ENP Chair) became operational on 1 July 2012. Its ambition is to place Natolin at the **cutting edge of academic study** of new developments in EU-neighbourhood relations, as well as in the EU and the EU's eastern and southern neighbourhoods as such. Through teaching, research, and outreach, the Chair's mission is to encourage critical reflection and advance academic scholarship on the EU and EU member states' foreign policies towards the Union's 16 eastern and southern neighbours, and to transmit knowledge on political, security-related and socio-economic developments in both geographical spaces.

Embedded within Natolin's objective to provide its students with a wider perspective on Europe and educate them to think **beyond disciplinary boundaries**, the ENP Chair draws on **multidisciplinary perspectives** to study the European Neighbourhood Policy, the individual foreign and security policies of EU member states, and the EU's eastern and southern neighbourhoods. This diversity of approaches, mainly related to academic disciplines such as International Relations, Area Studies, Comparative Politics, Migration Studies, and EU External Relations Law, is reflected in the ENP Chair's research, its contributions to the academic programme and its many extra-curricular activities.

The ENP Chair has contributed significantly to Natolin's becoming an **internationally recognised centre of excellence** in EU neighbourhood studies. This is best

evidenced by a very rich crop of academic publications in world-leading academic outlets and the many international events it has organised.

EVOLUTION OF STAFF

The College of Europe in Natolin has continuously and determinedly **invested** in the ENP Chair, enabling it to **attract** both aspiring and established scholars who have influenced ENP- and neighbourhood-related scholarly debates and demonstrated their commitment to excellence in teaching and supervision of students. Since July 2012, Professor Tobias Schumacher, an expert on European foreign policy analysis and the southern and eastern neighbourhoods, has served as ENP Chairholder, directing its operations and an international team of 2-3 Research Fellows, a Postdoctoral Research Fellow and a Chair Assistant.

The smooth functioning of the ENP Chair, its contribution to the academic programme and to Natolin's broader ambition to remain a centre of excellence in ENP- and EU neighbourhood-related studies depends in part on the continuous recruitment of new fellows with diverse, though pertinent research agendas. This rotation allows the Chair to maintain a **holistic and balanced focus** on both the eastern and southern neighbourhoods. In 2012-2019, the ENP Chair was home to one Junior Research Fellow, five Research Fellows, three Senior Research Fellows, and five Postdoctoral Research Fellows – all first-class specialists in their fields.

The Chair's research and teaching activities are aimed at students, scholars, opinion-makers and decision-shapers, with the goal of improving their knowledge and professional qualifications in matters related to the European Union's foreign and neighbourhood policy as well as political, security and economic developments



† A panel of the international conference 'The Eastern Partnership 10 Years after the Prague Summit: In Search of New Momentum'

in the neighbourhoods. The target group encompasses citizens from ENP countries and EU member states alike. The Chair's mandate and expertise covers all the sub-regions within the EU's neighbourhoods, as well as the most relevant issues and policies pertaining to both the ENP and local, national, and regional developments and dynamics.

The ENP Chair is committed to **state-of-the-art research** and has produced a steady stream of books (monographs and edited volumes), scholarly articles, and chapters in peer-reviewed outlets. In 2015, the Chair initiated a project which led to publication – by Routledge, in early 2018 – of the **first-ever handbook on the EU's European Neighbourhood Policy**, gathering

the most respected and insightful voices worldwide to address the conceptual, methodological, theoretical and empirical aspects of the ENP.

Since its establishment, the ENP Chair has published 9 monographs and edited volumes, 34 peer-reviewed articles, 33 book chapters and 39 policy briefs and op-eds. Its research results have been published by **world-leading outlets**, such as Routledge, Palgrave, *European Journal of International Relations*, *Journal of Common Market Studies*, *Geopolitics*, *Mediterranean Politics*, *Foreign Policy Analysis*, *Contemporary Politics*, *European Security*, *East European Politics*, *Journal of Contemporary Central and Eastern Europe*, *International Journal of Migration and Border Studies*, *International Politics*,

and *Comparative European Politics, Global Affairs, South European Society and Politics*.

CONTRIBUTION TO THE EIS CURRICULUM

Since 2012, the ENP Chair has been contributing to the European Interdisciplinary Studies (EIS) programme through teaching, assisting, and supervising many students whose academic focus is on the ENP and the EU's neighbourhoods. Starting in the academic year 2016/2017, Natolin students have been able to specialise in a new major, *EU Neighbours and the European Neighbourhood Policy* (re-named *The EU and its Neighbours* in the 2018/2019 academic year). This specialisation offers students a variety of **tailor-made** lectures, courses, simulation games, and compact seminars on issues related to the study of both EU foreign policy towards the EU's 16 neighbours and of political, security, politico-economic, energy, and identity- and minority-related issues in EU's neighbourhoods. The Chair's research staff offer numerous courses and lectures, while supervising some 20-25 Master's theses every academic year.

NATOLIN NEIGHBOURHOOD DAYS

The ENP Chair also organises high-profile guest lectures, international conferences and round-tables, many within the framework of '**Natolin Neighbourhood Days**' – a streamlined cycle of debates focusing on one overarching and topical ENP- and/or EU neighbourhoods-related issue, bringing together eminent academics, decision-makers, think tankers, and other opinion shapers.

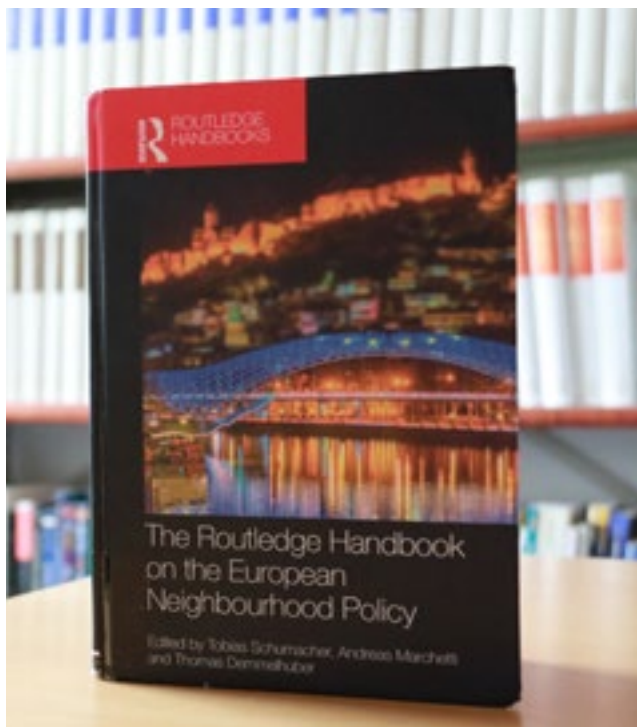
By the end of 2019, 6 editions of the Natolin Neighbourhood Days had taken place. The first, in 2014, addressed **conflicts and revolutions** in the Neighbourhood, notably the so-called Arab Spring of 2011-2012 in the Middle East and Ukraine's Euromaidan in 2013-2014. The second edition, in early 2016, focused on **internal and external displacements of people**,

with case studies of Georgia, Libya, Syria, and Ukraine. The third Natolin Neighbourhood Days, in the autumn of 2016, concentrated on the **EU's Global Strategy, the 2015 ENP Review, and protracted conflicts**. The fourth edition, in 2017, addressed the **geopolitics of (dis)information and information warfare**. The fifth, 2018 edition tackled the overarching theme of '**External actors in the EU's neighbourhood(s)**', examining cooperation and conflict between non-regional third countries on the EU's eastern and southern peripheries, while the sixth, 2019 edition revolved around '**The Many Faces of Migration Governance in Today's EU and its Neighbourhood**'. Natolin Neighbourhood Days are often complemented by high-level guest lectures, special lectures and the 'Natolin Neighbourhood Ambassadorial Talks'.

HIGH-LEVEL GUEST LECTURES AND SPECIAL LECTURES

By the end of 2019, 9 high-level guest lectures had been organised, usually with a view to **complementing the academic programme** and allowing students to benefit from the knowledge of prominent experts on a specific and timely issue. The first such lecture, in November 2013, was delivered by Professor Amr Hamzawy (American University of Cairo) on 'Is Egypt's Democratic Transition Failing?'. This was followed by two lectures in March and April 2014, the first on 'Determinants and Outcomes of Ukraine's Euromaidan Revolution: The International Context', given by Professor Andreas Umland (Kyiv-Mohyla Academy), and the second on Moldova's European vocation, by Moldova's Deputy Foreign Minister Iulian Groza.

In 2015, the series continued with three lectures: 'The Nagorno-Karabakh Conflict Revisited?', by Dr Sabine Freizer (UN-Women), in January; 'Russian Foreign Policy, Ukraine's Europeanization and the EU's Eastern Partnership Program: Lost In Translation?' by Professor Andreas Umland (Kyiv-Mohyla Academy), in April; and 'How Do Diplomats Know What They Know? Expertise and Authority in Europe's External Relations', by Professor Merje Kuus (University of British Columbia), in October.



- ↑ Every year, the ENP Chair organises events with distinguished experts on topical issues
- ← The academic staff of the Chair regularly contributes research in the field of the European Neighbourhood Policy

Two special lectures followed in 2017: in January, Mr Mario Abou Zeid, Advisor to the Minister of Social Affairs of Lebanon, spoke about the multi-layered challenges posed to Lebanon by Syria's civil war, and in February, Ms Oleksandra Iwaniuk and Ms Francesca Leonardi gave a literary talk on the 'Humane Dimension of the War in Ukraine: Amor(t)e: A Tale of Love in a Wartime Donetsk'. This was followed in November 2018 by a lecture on 'Norms Without the Great Powers', given by Dr Adam Bower (University of St. Andrews).

In 2019, another three lectures were organised: in February 2019, Dr Emile Badarin (College of Europe in Natolin) spoke about Politics of Resilience and its Disciplinary Power in the Context of EU Foreign Policy toward the Southern Neighbourhood'; in March 2019 Dr Emile Badarin also lectured on 'Palestinian Political Discourse: Then and Now', whereas in April 2019, Dr Anais Marin (UN Special Rapporteur on the Situation of Human Rights in Belarus) offered a lecture on 'Domestic Drivers of Belarus' Foreign Policy Balancing'.

Between 2012 and the end of 2019, the ENP Chair organised **more than 40** high-profile conferences, roundtables and guest lectures on a variety of topics related to the ENP and the EU's eastern and southern neighbourhoods. The international conference 'The Eastern Partnership Ten Years After the Prague Summit: In Search of New Momentum' that took place in March 2019 and brought together high-level policy-makers from EU institutions and EU member states, influential academics and think tankers, as well as young leaders from within the EU's neighbourhoods, stands out in this regard.

These events are designed to **enrich** Natolin's academic offer and **consolidate** its reputation as a forum that encourages innovative thinking and helps develop expert networks in wider Europe.

NATOLIN NEIGHBOURHOOD AMBASSADORIAL TALKS

The ENP Chair occasionally invites diplomats from Warsaw-based embassies to provide a policy-oriented

perspective on current developments in specific countries or regions. Students are given an opportunity to **exchange views** with high-level officials and become acquainted with national positions on key issues, strengthening their understanding of the challenges facing EU external policies and the foreign policies of various countries. In this way, the Ambassadorial Talks add value to the academic courses and lectures offered during the year.

ENP PHD SUMMER SCHOOL

Started in 2013, the ENP PhD Summer Schools have become a **flagship initiative** of the ENP Chair.

Due to the strong academic interest in the ENP and the EU's neighbourhoods among PhD students, the ENP Chair established the annual **ENP PhD Summer School** – a unique initiative aimed at helping doctoral candidates from all over the world to develop their research. Every edition of the summer school provides a tailor-made programme that lets them benefit from lectures by leading scholars and practitioners while obtaining expert feedback on their individual research projects. The seven summer schools organized until the end of 2019 have been held in close collaboration with prestigious international partners, such as the European Consortium for Political Research (ECPR), the ECPR-Standing Group on the European Union (ECPR-SGEU), the Robert Schuman Centre for Advanced Studies, the Centre for the Study of European Politics and Society at Ben Gurion University of the Negev, and – in 2018 and 2019 – the European Forum Alpbach (EFA). Altogether, the seven editions of the summer school have helped **some 100 PhD students** to advance their PhD theses.

Each year's edition revolves around an overarching topical theme. The first summer school in 2013 was devoted to the '**EU, its Neighbourhood, and the European Neighbourhood Policy: EU Foreign Policy in Times of Change, Crisis and Stagnation**'. The second summer school in 2014 was themed '**Between Continuity and Change: The EU, the ENP, and the Southern and Eastern Neighbourhood**'. The following summer's

session focused on the European Neighbourhood Policy under the title **'The ENP under Pressure: The EU and the Eastern and Southern Neighbourhoods'**.

The fourth edition, in 2016, continued to explore the **'ENP under Pressure'** theme while looking specifically at the conceptual and empirical understandings of the EU's foreign policy towards its southern and eastern neighbours. The 2017 edition dealt with efforts by the EU and its neighbours to **reconcile the search for democracy and security amid growing internal instability and external security challenges**. The 2018 ENP PhD Summer School, organised in partnership with the European Forum Alpbach, revolved around the notion of **'principled pragmatism' and the EU's quest for resilience in its two neighbourhoods**, while the 2019 edition, again held in the framework of the European Forum in Alpbach, Austria, focused on **'The EU and its Southern and Eastern Neighbourhood. Reconciling Liberty and Security'**.

POSTDOCTORAL FELLOWSHIPS

Each academic year since February 2014, the Chair has offered **postdoctoral fellowships**, which provide researchers in the early stages of their careers with an opportunity to reside temporarily in Natolin and work with the ENP Chair, thereby benefiting from its expertise and developing their academic competencies. Up until the end of 2019, a total of **five researchers** have benefited from these postdoctoral fellowships with the ENP Chair.

LOOKING AHEAD

To keep Natolin as an influential, internationally recognized academic hub in the field of ENP- and EU neighbourhood-related studies, it is vital to **continue investing** in the ENP Chair and its research staff, endowing them with the means and freedom to produce and publish first-class research, while contributing to the EIS academic programme and other extra-curricular activities.

As new challenges keep emerging in the EU's neighbourhood, as well as in the EU itself, the EU's foreign policy and the ENP as such are in a continuous state of readjustment. This implies that the ENP Chair's research agenda must **be responsive** and take into account ever evolving dynamics in European foreign policy and the eastern and southern neighbourhoods alike, but also, likewise, consider and shape **new research trends**.

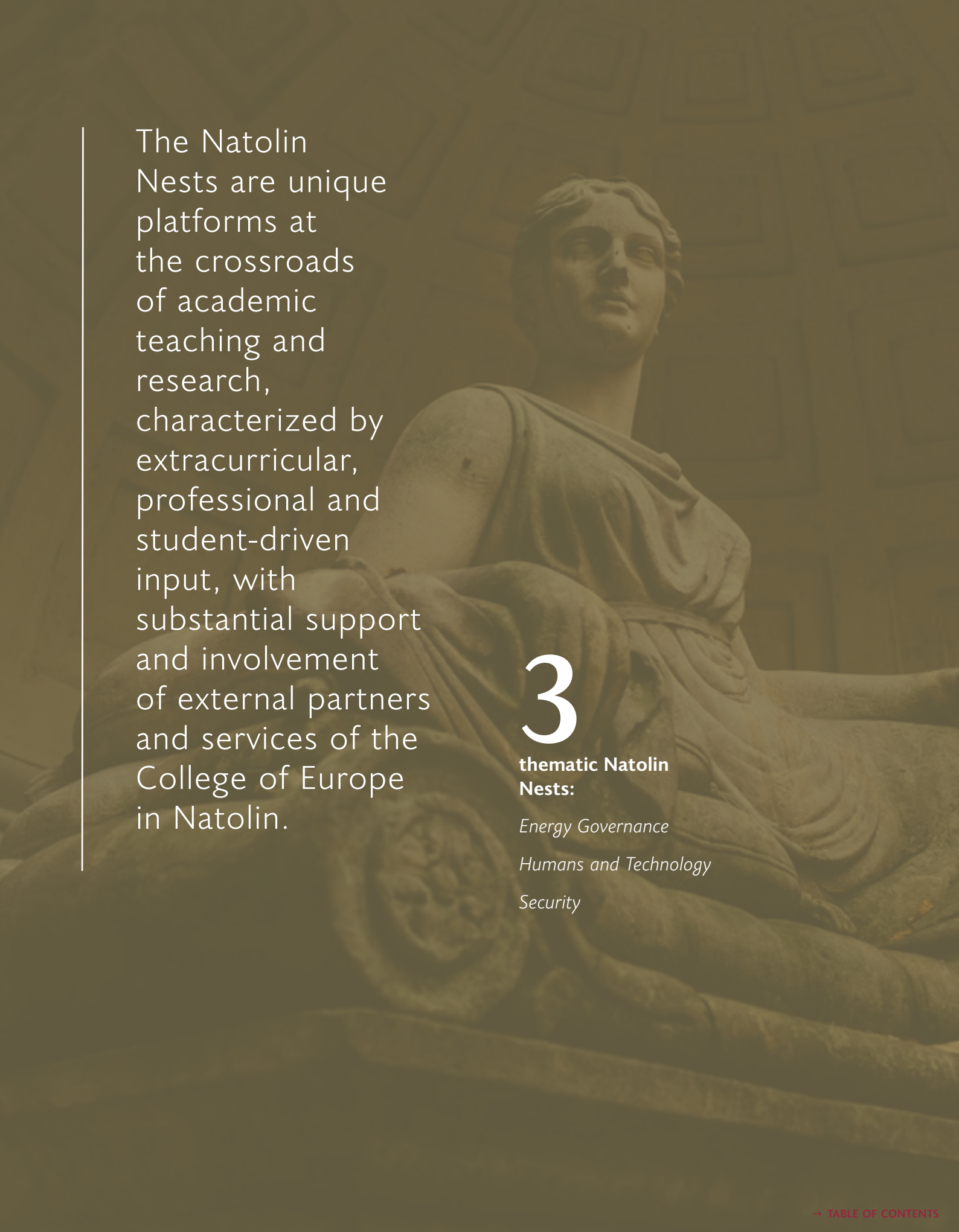
Given the growing salience of migration in EU neighbourhood affairs, the ENP Chair has already begun to **expand its research agenda** and is now, as part of its research and teaching activities, placing also the study of migration in EU-neighbourhood relations and beyond firmly in its broader social, historical, and political context. This will help to **establish an important platform** for critical analysis and reflection on migration-related phenomena and facilitate the generating of new scholarly and policy-oriented knowledge.

Drawing on the ENP Chair's active involvement in the international Horizon 2020-MEDRESET research project – which comes to an end in 2019 and in which the ENP Chair led two important work packages – the Chair will continue to work to ensure Natolin's participation in future **international research consortia**. By the same token, it will also continue to actively work towards raising Natolin's profile in Brussels and the EU's neighbourhoods, and contribute to ENP- and EU neighbours-related debates with practitioners.



↑ The study of the EU's relations with its neighbours is one of Natolin's most popular specialisations

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The Natolin
Nests are unique
platforms at
the crossroads
of academic
teaching and
research,
characterized by
extracurricular,
professional and
student-driven
input, with
substantial support
and involvement
of external partners
and services of the
College of Europe
in Natolin.

3

thematic Natolin Nests:

Energy Governance

Humans and Technology

Security

THE NATOLIN NESTS

In 2018, the College of Europe in Natolin launched its **Nests** which are thematic units that stand outside the EIS programme and aim to give students an **interdisciplinary insight** into one of several themes. They mix academic teaching, policy discussions, workshops, and extracurricular activities. Each one is led by a member of the staff of the College of Europe in Natolin in co-operation with at least one student-run society.

Natolin organised four Natolin Nests in the 2018/2019 academic year, two of which **evolved into projects** led by the Academic Chairs at the College of Europe in Natolin. The Revolutions and Social Movements Nest has become part of the European Civilization Chair's 'Three Ukrainian Revolutions (3R)' research project, while the Natolin Academy of Migration Nest now operates entirely within the European Neighbourhood Policy Chair.

For the academic year 2019/2020, the College has established **three Natolin Nests**.

THE NATOLIN NESTS IN 2018/2019

Energy Governance

Energy fuels political and economic changes around the world. It is a topic that spans a large number of **different disciplines**. Discussions on energy inevitably turn into conversations about topics such as states, multinational corporations, climate change, equality, markets, poverty, and many more. The Energy Governance Nest works with students in many different ways.

The 2018/2019 EIS academic programme contained nine different courses, compact seminars, workshops, and simulations that dealt with the topic of energy. Nest leaders met with students in order to **advise** them on

which academic direction to pursue. Some wanted to dive into even deeper **energy-related research**, hoping to, for example, write their Master's thesis on a specific topic related to energy. They too received thorough advice and support from the leaders of the Energy Governance Nest.

The Energy Governance Nest also organised a series of **extracurricular activities**. Those included lectures, debates, site visits, and meetings with professionals. The biggest project organised by the Nest in the 2018/2019 academic year was a facilitated visit to the 2018 United Nations Climate Change Conference (COP24) in Katowice. Natolin students attended this event as **members of the state delegation of Poland**.

The Nest likewise assisted students who wanted to do **research and be published** on energy-related topics on the Natolin Blog, the College of Europe Policy Briefs, other external publications or enter international competitions.

Finally, the Energy Governance Nest worked closely with the student-led Energy Governance Society, helping them invite speakers, organise events, discussions, and other enterprises.

Human Rights in a Digital Era

Digital platforms, and the companies that manage them, are growing ever more powerful. This has had a **profound effect** on free speech and human rights worldwide, with tech-based gatekeepers replacing traditional media. Digital technology has also produced many **new tools** to monitor human rights violations which are now widely used by governments, aid groups, and NGOs. It has, however, also empowered authoritarian regimes leading to an extensive surveillance of journalists and activists.



↑ Natolin students get to attend high-level events across Poland, such as the Warsaw Security Forum

The Human Rights in a Digital Era Nest organised interactive talks, taking deliberately an interdisciplinary approach to **promote dialogue** between social scientists and computer scientists. Rather than focusing on specific technologies, the sessions sought to give students a **broader, era-independent** understanding of humanity's relationship with technology thus equipping them for lifelong learning.

The Nest offered students **digital security training sessions** that taught them how to communicate securely, encrypt messages, and authenticate the identity of senders. Those particularly interested in working more closely with journalists and human rights defenders were given additional help and resources.

The Nest also organised **meetings with professionals** who work at the intersection of politics and technology. An event was organized with Ms Joanna Kulesza, an academic working on issues of cybersecurity and internet governance, and with representatives of the ICANN and OSCE groups. The Nest arranged a working lunch with a member of Facebook's policy team, during which students could ask questions about the platform and its governance and talk about the **present and future** responsibilities of big tech.

Finally, the Nest's staff provided advice to students wanting to pursue research and publish on topics related to privacy, digital regulation, cybersecurity, and more. This included advising them on which EIS classes, Master's thesis topics, and career paths to pursue.

The Human Rights in a Digital Era Nest also **worked closely** with its counterpart student society which resulted in symbiotic cooperation with the society leaders who served as a **conduit** between the student body and the Nest, encouraging others to attend Nest events, and working together to select great speakers among others.

Revolutions and Social Movements

The College of Europe in Natolin has long focused on the topic of Revolutions and Social Movements. It had, for example, led a **ground-breaking research project** known as the 3R, which examined three revolutionary movements in Ukraine over the past three decades. The academic year 2018/2019 coincided with the 20th anniversary of the 1989 post-communist transformations in Central and Eastern Europe. This anniversary gave Natolin an **unprecedented opportunity** to analyse, celebrate, and reflect on those events. At the same time, it could situate them in an interdisciplinary context, weaving them into a larger historical and cultural tapestry.

The Revolutions and Social Movements Nest organised a **series of events**, including a meeting with the leaders of the International Campaign to Abolish Nuclear Weapons. This is a highly influential social movement that was awarded the Nobel Peace Prize in 2017.

In addition, the Nest also led a **reading group**. This primarily attracted students interested in systemic changes and gave them an opportunity to deepen their understanding of modern European history, the sociology of transitions, democratisation, and development policy in theory and practice.

Migration

Migration-related debates play a central role in the EU's policymaking. They shape relations between EU member states, occupy a prime spot in discussions between the EU and non-member countries, and set new norms when it comes to the EU's neighbourhood

policy. Those debates are also deeply interdisciplinary: it is, after all, impossible to discuss migration without a deep understanding of its political, social, legal, historical, and philosophical dimensions.

The Natolin Academy of Migration, supervised by the European Neighbourhood Policy (ENP) Chair, oversaw this agenda. It organised a variety of on-campus activities including debates, workshops, and meetings. In the academic year 2018/2019, the Nest **cooperated** with Frontex – the European Border and Coast Guard Agency based in Warsaw – as well as with the OSCE's Office for Democratic Institutions and Human Rights (ODIHR) in Warsaw.

The Migration Nest liaised with the Migration and Human Rights Student Society.

THE NATOLIN NESTS IN 2019/2020

Energy Governance

The Energy Governance Nest continued to focus on the political, economic, and ethical questions surrounding energy and climate throughout the 2019/ 2020 academic year. Poland hosted the COP24, a major climate change conference the year before. In the first event organized by the Nest, students took part in a workshop that looked at the **Katowice Rulebook** – the conference's concluding document. They also met with public officials, including those working in DG ENER and the Energy Community Secretariat.

Any shift towards renewables will undoubtedly have significant economic repercussions on coal-rich regions. Students who worked with the Nest had an unprecedented opportunity to take part in a series of **High-Level talks**, both in Poland and in Germany, which looked at the topic of Coal Regions in Transition.

Finally, students had the chance to take part in a debate at Natolin that asked whether the EU should aim for



Ahmed El Jechtimi (MA)

VÁCLAV HAVEL PROMOTION 2012/2013

MOROCCO CORRESPONDENT, REUTERS

A degree, knowledge, and a network

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My experience at Natolin gave me a degree, knowledge, and a network of friends and contacts in addition to a boost in my professional life. As a young Moroccan journalist looking to gain international experience and learn more about the EU, I was accepted thanks to an ENP scholarship. The College's interdisciplinary programme and study trips to Brussels gave real insight into the machinery of EU institutions through live interactions with practitioners. I was also lucky enough to take part in a model UN competition in New York and return with a prize. My ENP scholarship was a big responsibility and a major motivation to make the most of the experience. Later, it paved the way for other fellowships and helped me progress in my professional career. I feel grateful to the College and nostalgic for the vibrant campus life that often provided a much-needed break from studious nights.



↑ Campus mugs, hoodies, bags, and more, allow students to show off the Natolin spirit



↑ Natolin lies in close proximity to Warsaw-based international institutions such as Frontex, making them an ideal destination for study visits

greater climate ambition, and attend a **study trip** to Konstancin-Jeziorna, where they met with the representatives of *Krajowa Dyzpoczja Mocy*, a group that manages Poland's national electrical grid.

Humans and Technology

In the 2019/2020 academic year, the Human Rights in a Digital Era Nest underwent **rebranding and a change in its focus** – it began to look not just at human rights, but also at the **wider relationship** between humans and technology. This included a greater focus on transformations within the media landscape, as well as the power of big technology companies such as Google and Facebook.

The Humans and Technology Nest continued many of **its predecessors' traditions**: it organised interactive talks and meetings with policymakers, NGO representatives, and academics. It also ran digital security sessions, this time working closely with a smaller group of students who wanted to learn more about the psychology and pedagogy of security trainings.

In 2019/2020, Natolin students formed a society called **HTTPS (Humans and Technology: A Transnational Policy Society)**. Unlike in the previous years, when societies frequently organised a series of smaller events, HTTPS created the **Space Week** – a weeklong journey into the technological, legal, and policy discussions surrounding outer space travel, asteroid mining, and more. The event is to take place in March 2020.

Finally, the Nest also ran the **Hack Natolin Challenge**: a series of regular quizzes and puzzles that encouraged students to use digital tools for research and fact-finding. Those included tracking and finding flights, geolocating videos, and obtaining advanced information on webpage registrations.

Security

The Natolin Security Nest, founded in 2019/2020, aims to offer an **interdisciplinary insight** into European security studies. It goes **beyond the traditional** political science definition of security, which only considers sovereign states and militaries, and offers students the chance to delve into topics as diverse as migration, women's rights (particularly in conflict), and outer space security.

The two main aims of the Nest are to **develop projects** with external partners and foster an interest in European security among Natolin's students. In both cases, the Nest addressed a **variety of topics** and employed diverse media and methods. Its pilot projects, conducted with external partners, include an art exhibition on the long-term consequences of World War I and Natolin student research presentations at selected high schools in Warsaw.

Many of the Nest's events were organised in cooperation with student societies. Those covered four broad themes: defence, transnational threats, cyber security, and human rights. Specific topics included European defence cooperation, migration to Europe, and Kurdish women fighting the self-proclaimed Islamic State. A space security roundtable where students presented proposals to an EEAS official, giving them an opportunity to **potentially impact** EU policymaking, was one of the highlights.

The Nest leader also co-organised a **security-themed study trip** to Ukraine, and supervised the Master's

thesis research of four students, covering security sector reform in Kosovo³, Russian defence cooperation in the Central African Republic, military recruitment advertising in Georgia and Russia, and representations of transatlantic and European defence cooperation in the Russian press.

LOOKING AHEAD

The Natolin Nests are still in their infancy. There is still **plenty of room** to continue, expand and adjust.

Every academic year, staff at Natolin look at the state of the public and political debate on issues such as digital technologies, energy, and security, and try to **adjust the content and programme** of the Nests accordingly. Two examples of this approach are the Security Nest, which embraced the interdisciplinary outlook that is becoming ever more prominent in contemporary scholarship, and the Humans and Technology Nest, which took on a wider focus. The Nests' teams also continue to **closely communicate with students** in order to gain their feedback and understand their priorities, sometimes adapting to their needs in the middle of the academic year and invite speakers who specialise in fields of their particular interest. This allows the Nests to be one of the **more flexible educational tools** at Natolin's disposal.

Some of the content and ideas produced by the Nests will undoubtedly be **integrated further** into the academic programme. Speakers invited by Nests could, following positive student feedback, be considered for the EIS programme. The discussions, workshops, and trainings that form part of the Nests may support EIS courses (as has happened with the *Hack Natolin Challenge*, which shares many techniques with the digital forensics class which is part of Natolin's academic offer), or form the basis for **new initiatives**.

³ This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.



Since 1993, the Natolin Library serves as one of the most comprehensive sources of information on European issues, the EU's neighbourhood, as well as transatlantic, regional, and global affairs.

European Documentation Centre and national coordinator of the Polish network of

18

European Documentation Centres.

The book collection consists of more than

45,200

volumes, hundreds of printed journals and periodicals, and digital access to

hundreds of thousands of e-books and e-journals. The core collection of academic journals not available in other databases covers about

90 **titles.**

In the next months and years, Nest leaders will also be encouraged to work more closely with students who want to publish research or opinion pieces. The Nests are currently working with the Natolin Blog; such cooperation is **likely to expand** soon.

The Nests are already starting to liaise with **other entities within Natolin**, to form relationships expected to deepen in the near future. Some Nest leaders have already started cooperating with students who are

thinking of pursuing careers in the Nests' respective fields; Nest speakers are also being invited to speak at Natolin-based summer schools, executive trainings, and not only.

In short, the Natolin Nests face a **bright future**. They will continue to adapt to current trends and changing student interests, giving students an **ideal platform** to gain and expand professional and academic expertise.

THE NATOLIN LIBRARY

The mission of the Natolin Library is to **support the College's academic programme** by collecting books, articles, and other publications requested by lecturers, the Academic Chairs, staff members and students. In addition to this core activity, the Natolin Library continues to **provide access** to the most relevant printed and electronic materials in the field of European integration from publishers recognised worldwide.

INSTITUTIONAL AND STAFF EVOLUTION

The years 2009-2019 saw a continual expansion of the Natolin Library's services and functions, including the **steady addition of available resources** – especially electronic collections and access to reputable e-content platforms and e-journals packages. From 2008 onwards, the Natolin Library has been offering interlibrary loan (ILL) and document delivery (DocDel) services.

The Library's staffing has reflected this expansion and now includes several types of positions. Throughout the reporting period, Mr Wiktor Poźniak has served as the Head of the Natolin Library. He is supported by a team of documentalists and librarians, and since 2014, by a Deputy Head. At the end of 2019, the Natolin

Library employed five full-time staff members, including the Head.

EVOLUTION OF ACTIVITIES

At any higher education institution, the library is one of the core sources of knowledge and information, for students and academic staff alike. The library's resources, technical capabilities, logistical set-up, and staffing all have a great impact on the quality of learning and research. The Library of the College of Europe in Natolin was created in April 1993. In time, it has built its reputation as an **important source of information** on European issues, the EU's neighbourhood, as well as transatlantic, regional, and global affairs. The Natolin Library has served as a European Documentation Centre since 1993 and is the **national coordinator** of the Polish network of 18 European Documentation Centres.

As part of its basic service to students, researchers, and lecturers on the Natolin campus, the Natolin Library collects monographs, periodicals and other publications in fields related to the College's academic programme and specialisations. The latter include European law, economics, international relations, political science, and contemporary history, with particular attention



↑ The Natolin Park is home to dozens of beautiful oak trees, many of them over 300 years old

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↑ With both quiet reading spaces and common study rooms, the Natolin Library offers an ideal environment for focus and study

placed on European history and civilization, the European Neighbourhood Policy, and political and economic transformations in Central and Eastern Europe. The Natolin Library's acquisition policy is focused on providing users with the **most up-to-date** academic literature in the areas **relevant to the College's curriculum** and special research interests.

By the end of 2019, the book collection consisted of **45,200 volumes**. Selection is based on recommendations and suggestions from our faculty, academic staff and students, as well as through careful monitoring of the publishing market in the relevant fields. Since 2009, the book holdings have grown by **84 per cent**. The main collection of printed journals related to EU policies, history, law, economics, and the European Neighbourhood Policy has been built up for years. The

core collection of academic journals not available in other databases covers about **90 titles**.

In addition to institutional subscriptions to core journals, the Natolin Library offers access to packages of **e-journals** from *JSTOR* (Arts & Sciences II and VI), *Oxford University Press* (Humanities and Social Sciences collection, 150 full text e-journals), *Cambridge University Press* (Humanities and Social Sciences collection, 210 full text e-journals), and *Taylor & Francis/Routledge* (Social Sciences and Humanities collection, more than 1,200 full text e-journals). The e-books collection is **constantly updated** with new titles available on the Oxford Scholarship Online (OSO) platform, a vast and rapidly expanding research e-library. As of late December 2019, OSO offered full-text access to more than 6,150 scholarly monographs published by *Oxford University*

Press in key disciplines of humanities, social science, and law. Since 2016, the Natolin Library has offered access to the eBook Academic Collection on the EBSCO host platform, which contains almost **184,000 e-books**.

The Library also makes available thousands of academic electronic journals and e-books through various e-content platforms, databases, and portals that can be accessed through the **Virtual Library of Science (VLS)**, a countrywide consortium of Polish academic and scientific libraries established in January 2013. In order to properly manage this vastly expanded collection of e-resources, the Natolin Library has provided its users since July 2013 with **special software** called *A to Z list / Full Text Finder*, which enables alphabetical and subject-oriented searches.

Library users also enjoy access to full-text, peer-reviewed academic journals published by *Wiley-Blackwell* (over 1,400 titles), *Elsevier* (1,800 titles), and *Springer* (2,600 titles, plus a large selection of e-books), along with those available on the EBSCOhost (9,000 full text e-journals and abstracts of 7,800 other titles) and ProQuest (7,200 full text titles and abstracts of 1,300 others) platforms. The Natolin Library's participation in the country-wide VLS consortium reflects current trends in **modern collection-building**, as access to e-platforms, publishers' packages and databases is now regarded as **more efficient** than maintaining individual subscriptions to particular titles. Quick and effective bibliographic research is aided by the recently updated (December 2019) EU's official multilingual thesaurus, EuroVoc, which is used to classify materials in all collections held at Natolin. Strong emphasis continues to be placed on developing **electronic information resources**.

Library users enjoy easy access to computer catalogues, e-books, e-journals and other electronic resources. A **well-equipped** computer room offers students full-scale internet and e-mail services.

The Natolin Library's physical collections are open Monday to Friday from 8 a.m. to 10 p.m., and on Saturdays from 10:30 a.m. to 6:30 p.m. (**78 hours per week**). A special reading room is open overnight and

on weekends for students' convenience. External users, mainly students and researchers from other universities, may also obtain access to the Library's collections. Over the 10-year period from 2009 to 2019, an average of **220 external users** visited the Natolin Library each year.

Since 2008, the Library has offered interlibrary loan (ILL) and document delivery (DocDel) services. Special arrangements are made with the Library of the College of Europe Bruges campus, the European Commission's Central Library in Brussels and Luxembourg, and the European University Institute Library in Florence, as well as with many other scientific and academic libraries in Europe, for the loan of books and other documents. Volumes from the Natolin Library can also be borrowed via ILL by partner libraries in Poland and Europe. Over the past decade, the number of books loaned out by the Natolin Library has exceeded the number borrowed from other libraries (by an average of 35 per cent between 2009 and 2019), thus testifying to the **growth of Natolin's collection** and its value to external users.

In October 2017, the Library inaugurated a series of **'Meet the Authors'** conferences, which allow students and other members of the academic community to meet distinguished specialists on a more informal basis than the 'special lecture' format.

MASTER'S THESES

Besides its regular services, every January the Natolin Library arranges **individual consultations** for Natolin students on Master's thesis research and **group training sessions** on searching and managing the electronic resources available in its collections. This is particularly important, as the Master's theses written by Natolin students are usually the most advanced research they have performed in their academic lives. Marks received for these theses have been consistently high, indicating that students are fully invested in this endeavour and are receiving **appropriate support**.



↑ The campus offers plenty of outdoor study locations

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Alix Chambris (FR)

JOHN LOCKE PROMOTION 2003/2004

VICE PRESIDENT GROUP PUBLIC AFFAIRS, VIESSMANN GROUP

I developed a new confidence

”

I completed my studies at Natolin in 2004, the year of the EU's big enlargement. During that year of joy and optimism, I developed a deeper emotional connection with European values. I was lucky to meet colleagues and professors who had spent years fighting for freedom, democracy and the rule of law. I developed a new confidence in my own abilities, a feeling that the world is open and just needs to be grasped. This led me to run projects in Kazakhstan and Burkina Faso, and to travel whenever I could. Today I head the public affairs department of a German global company in heating and cooling. My work is at the crossroads of the private sector and public rulemaking. Crucial topics are how to manage the energy transition successfully, while securing jobs and social acceptance. The values and confidence that I deepened at Natolin are still behind my everyday work.

Additional evidence of this are the 8 Master's theses written in the framework of the EIS programme, which have recently received international awards, namely:

- The **European Economic and Social Committee (EESC) Award** for the best Master's thesis on the role of civil society actors in the European decision-making process, awarded in 2015 to Mr Grigor Yeritsyan from Armenia;
- The **European Centre for Development Policy Management (ECDPM) Award** for the best Master's thesis on new directions for EU relations with Africa, awarded in 2015 to Ms Zara Reid from the United Kingdom;
- The **European Union Institute for Security Studies (EUISS) Award** for the best Master's thesis on the EU's common foreign and security policy, the common security and defence policy and EU external relations, awarded in 2016 to Ms Aleksandra Tor from Poland;
- The **United Nations University – Institute on Comparative Regional Integration Studies (UNU-CRIS) Prize** for the best Master's thesis on the EU and other world regions, awarded in 2017 to Ms Oleksandra Zmiyenko from Poland/Ukraine;
- The **Transparency International EU Prize** for the best Master's thesis on the EU's role in anti-corruption efforts and the transparency, integrity and accountability of EU Institutions, awarded in 2017 to Mr Marian Cepoi from Moldova;
- The **Amfori Award** for the best Master's thesis on EU trade policy, awarded in 2019 to Ms Magdalena Łomacka from Poland;
- The **Energy Community Award** for the best Master's thesis on European energy governance, awarded in 2019 to Ms Emma Vermunicht from Belgium;
- The **European People's Party Group Award** for the best Master's thesis on the role and contribution

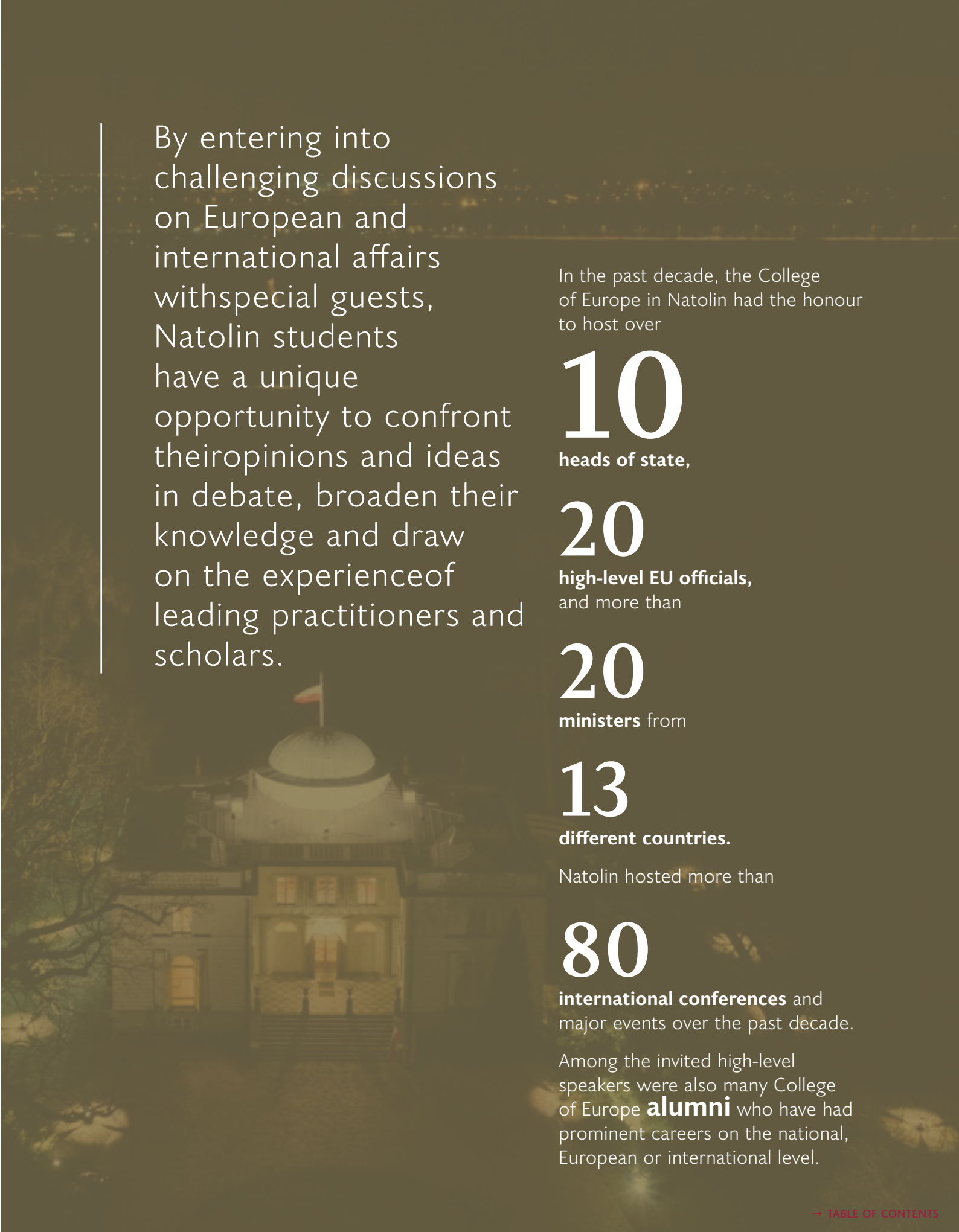
of the European Parliament and its political groups, awarded in 2019 to Ms Laurence Castaigne from Belgium.

Following the graduation and upon receiving consent of the authors, the best Master's theses of each academic year of the EIS programme (i.e. graded 15 or higher) are deposited in the Natolin Library and are available for consultation. There are currently **1536 fully searchable PDF files of Master's thesis** deposited since 1993.

LOOKING AHEAD

The key ambition of the Natolin Library is to maintain its services at the **highest possible level** through acquisitions, user support, training and document delivery.

Further expansion of the electronic collection implies the need to develop or acquire a new multi-search/discovery engine. Without doubt, such an investment would improve access to electronic documents, journals, and e-books, making them even easier for library users to consult.



By entering into challenging discussions on European and international affairs with special guests, Natolin students have a unique opportunity to confront their opinions and ideas in debate, broaden their knowledge and draw on the experience of leading practitioners and scholars.

In the past decade, the College of Europe in Natolin had the honour to host over

10

heads of state,

20

high-level EU officials,
and more than

20

ministers from

13

different countries.

Natolin hosted more than

80

international conferences and major events over the past decade.

Among the invited high-level speakers were also many College of Europe **alumni** who have had prominent careers on the national, European or international level.

CONFERENCES AND EVENTS

The College of Europe in Natolin provides students with ample opportunity to participate in a **wide variety** of extracurricular activities and events, which range from international conferences, high-level guest lectures, round-table debates, cultural events as well as special ceremonies on occasions such as the opening of the academic year or graduation.

Most events organized on the campus are attended not only by Natolin students and staff, but also by wider audiences from Warsaw and beyond. In past years, many of these events have also been live-streamed on the College of Europe website and social media, thus allowing alumni and other external audiences to participate.

For a list of the most important events since 2008/2009, please refer to the annexes of this report.

HIGH-LEVEL VISITS

World leaders, international opinion-shapers and high-level experts on European integration, EU enlargement, neighbourhood, foreign policy, security, as well as European history and culture are **regular guest speakers** at the College of Europe in Natolin.

By entering into challenging discussions on European and international affairs with special guests, Natolin students have a **unique opportunity** to confront their opinions and ideas in debate, broaden their knowledge and draw on the experience of leading practitioners and scholars.

In the past decade, the College of Europe in Natolin had the honour to host over ten **heads of state**, including

the Presidents of the Republic of Poland, Mr Andrzej Duda, Mr Bronisław Komorowski, and Mr Aleksander Kwaśniewski, the President of the Republic of Turkey, Mr Abdullah Gül, the President of the Republic of Estonia, Mr Toomas Hendrik Ilves, the President of Georgia, Mr Mikheil Saakashvili, the President of Croatia, Mr Ivo Josipović, the President of Ukraine, Mr Viktor Yushchenko, and the President of Kosovo⁴, Ms Atifete Jahjaga.

Over these years, Natolin also welcomed over 20 **high-level EU officials**, along with the Presidents of the European Parliament Mr Jerzy Buzek and Mr Pat Cox, the President of the European Commission, Mr José Manuel Barroso, the President of the European Council, Ct. Herman Van Rompuy, as well as the EU Chief Negotiator for Brexit, Mr Michel Barnier.

More than 20 **ministers** from thirteen different countries, including – twice – former US Secretary of State Hon. Madeleine K. Albright, were guests of honour during special events organized by the College of Europe in Natolin in the last decade.

Among the invited high-level speakers were also **College of Europe alumni** who have had prominent careers on the national, European or international level, such as Ms Marija Pejcinović-Burić, Deputy Prime Minister and Minister of Foreign and European Affairs of Croatia (2017-2019) and Secretary General of the Council of Europe (since 2019); Mr Rafał Trzaskowski, Minister of Administration and Digitization of Poland (2013-2014), State Secretary for EU Affairs (2014-2015) and Mayor of Warsaw since 2018; as well as Mr Alexander Stubb, Prime Minister of Finland (2014-2015), Minister of Finance (2015-2016) and Minister for European Affairs and Foreign Trade of Finland (2014-2016).

⁴ This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.



↑ Hon. Madeleine K. Albright, former US Secretary of State, inaugurates the Zbigniew Brzezinski Memorial Lecture Series



- ↑ Josep Borrell, Spanish Minister of Foreign Affairs, the European Union and Cooperation, gives a high-level lecture
- A Natolin Graduation Debate featuring Wolfgang Schäuble, President of the German Bundestag, and Mateusz Morawiecki, Prime Minister of the Republic of Poland





↑ José Manuel Barroso, President of the European Commission, celebrates Europe Day and the 10th anniversary of the biggest enlargement of the EU



↑ Atifete Jahjaga, former President of Kosovo, gives the keynote speech at the Closing Ceremony of the academic year



- ↑ High-level visit of Ct. Herman Van Rompuy, former Prime Minister of Belgium and President emeritus of the European Council
- ← Michel Barnier, EU Chief Negotiator for Brexit, gives a keynote speech on Europe after Brexit

INTERNATIONAL CONFERENCES

The College of Europe in Natolin is a place of **discussion on the past, present and future of Europe**. International conferences organized on the campus each academic year bring together eminent decision-makers, scholars and practitioners. The overview below shows the most important international conferences organized by the European Civilization Chair and the European Neighbourhood Policy Chair. More information about other events put in place by the Academic Chairs can be found in their respective chapters above.

Three Ukrainian Revolutions (3R)

Three International Symposia were organized in the framework of the 'Three Ukrainian Revolutions (3R)' project. These were **unprecedented** political, diplomatic and academic events bringing together political leaders, including former Presidents of Ukraine, Poland and France, key Ukrainian and European officials involved in resolving the crisis in Ukraine, Ukrainian citizens who participated in the Revolutions as well as the world's most renowned experts on Ukraine and Central and Eastern Europe.

- International Symposium 3R: 'Three Revolutions – Portraits of Ukraine' (28/2-1/3/2017)
- International Symposium 3R: 'Revolution, War and their Consequences' (16-17/3/2018)
- International Symposium 3R: 'Five years after the Maidan: post-revolution evolution' (16-17/9/2019)

The 'Three Ukrainian Revolutions (3R)' project provided a **multi-dimensional analysis** of the three most significant protests in Ukraine since 1990 and led to the publication of several volumes of research work. It also created an on-line repository of oral history and archive materials on mass protest movements in Ukraine as well as their impact on Ukraine and the wider region of Central and Eastern Europe.

Breaking Empires, Making Nations? The First World War and the Reforging of Europe

In 2015, a major international conference gathering European and North American scholars was organized to mark the centenary of the First World War entitled 'Breaking Empires, Making Nations? The First World War and the Reforging of Europe'. The conference was followed by a **collective publication** bearing the same title.

The Fate of Freedom in Eastern Europe: Autocracy – Oligarchy – Anarchy?

In 2016, the College of Europe in Natolin hosted an **international and interdisciplinary conference** 'The Fate of Freedom in Eastern Europe: Autocracy – Oligarchy – Anarchy?' with the participation of leading historians, politicians, journalists, political scientists and philosophers from Belarus, Canada, Finland, Lithuania, Poland, Ukraine, the UK and the USA.

The Eastern Partnership 10 Years after the Prague Summit: In Search of New Momentum

The year 2019 marked the tenth anniversary of the Eastern Partnership (EaP), an EU initiative that is destined to strengthen and deepen relations between the EU and the six EaP countries, Belarus, Ukraine, Moldova, Georgia, Armenia and Azerbaijan. On this occasion an international conference entitled 'The Eastern Partnership 10 Years after the Prague Summit: In Search of New Momentum' brought together leading academics, think tankers, opinion-shapers, EU officials and diplomats as well as young leaders from within the EU's neighbourhoods. The conference provided a platform to **critically assess** the EaP's past performance and discuss the framework's future orientation and focus.



↑ High-level visit of François Hollande, former President of France

SPECIAL EVENTS SERIES

The Zbigniew Brzeziński Memorial Lecture Series

The 'Zbigniew Brzeziński Memorial Lecture Series' is an **annual high-level lecture** on international security topics in memory of Professor Zbigniew Brzeziński.

In March 2019, the College of Europe in Natolin had the great privilege to host the Hon. Madeleine K. Albright, former US Secretary of State, who **inaugurated the series**.

The main goal of the series is to highlight Brzeziński's political and diplomatic legacy, with particular emphasis on his focus on the importance of ethics, values, and human rights within foreign policy. Zbigniew Brzeziński never forgot about those trapped behind the Iron Curtain or left behind the walls of authoritarianism and poverty. This Memorial Lecture Series **honours his legacy** and looks for ways to support those who do not yet enjoy the prosperity and liberty that members of the transatlantic alliance can frequently take for granted.



↑ Every year, students form the Natolin Choir, pictured here on their way to the Natolin Graduation Ball



Natolin Graduation Debates on the Future of Europe

Inviting special guests to mark the beginning and the closing of the academic year has been a long-standing tradition at the College of Europe. Since the academic year 2017/2018, the College of Europe in Natolin has decided to host – as the closing event of the academic year – a graduation debate on the future of Europe featuring international leaders. The purpose of the ‘**Natolin Graduation Debates**’ is to allow Natolin students to confront their opinions and ideas in debate with distinguished guests one more time before they graduate from the College of Europe.

In 2018, for the first ‘Natolin Graduation Debate on the Future of Europe’, the College of Europe in Natolin had the honour to host Dr Wolfgang Schäuble, President of the German Bundestag, and Mr Mateusz Morawiecki, Prime Minister of the Republic of Poland.

The 2019 ‘Natolin Graduation Debate’ was devoted to the Future of Europe and the Eastern Partnership, and featured Mr Gela Bezhuashvili, former Minister for Foreign Affairs of Georgia, Mr Radosław Sikorski, former Minister for Foreign Affairs of Poland, and Mr Borys Tarasyuk, former Minister for Foreign Affairs of Ukraine.

Climate Transition Lecture Series

Climate change is nowadays one of the most pressing issues on the world’s agenda. Against this backdrop, the College of Europe in Natolin decided to launch the ‘Climate Transition Lecture Series’. In the framework of this new series, Natolin invites special guests who devote their lives to seeking solutions to climate change challenges and asks them to share their experience and knowledge with Natolin students.

The series will be inaugurated in March 2020 by **Ms Patricia Espinosa**, Executive Secretary of the United Nations Framework Convention on Climate Change (UNFCCC).

CULTURAL EVENTS

Cultural events at the College of Europe in Natolin range from artistic performances to meetings with interesting personalities from the world of cinema, media and culture, but also include visits to museums, art exhibitions and historical sites in Warsaw.

Their aim is to show cultural diversity and richness and give students the opportunity to become familiar with the **heritage and traditions** of the countries of origin of their colleagues and of their host country, Poland.

National Days

National Days are a series of student-led cultural events aiming at **celebrating the diversity** of the Natolin student community. As part of National Days celebrations, students invite special guests such as ambassadors, and organize various activities, including lectures, workshops, music and art performances, in order to share with fellow students the historical and cultural heritage of their countries.

Discover Poland

Every year, the College of Europe in Natolin organizes activities which allow students to discover Polish culture, heritage and traditions. These include sightseeing **tours of Warsaw** at the beginning of the academic year, a traditional **Polish Christmas dinner** organised at the end of the first semester, or **classical music concerts** organized in cooperation with the Fryderyk Chopin University of Music in Warsaw.

In the last decade, Natolin also had the great pleasure of hosting events on the campus with the participation of famous personalities of the **Polish cinema and media**. Events featured Ms Ewa Ewart, a renowned Polish journalist who inaugurated the extracurricular program ‘Discover Poland’ devised to help students explore the past and the present day of Poland; Mr Andrzej Seweryn, a renowned Polish actor and director of the Teatr



↑ Natolin's National Days involve traditional food, music, and other events, such as dance performances

Polski in Warsaw who discussed with Natolin students the role of artists in contemporary society; Mr Borys Lankosz, one of the most talented Polish filmmakers of the new generation; and Mr Jan Kidawa-Błoński, another distinguished Polish film director, producer and screenwriter.

Since summer 2018, the College of Europe in Natolin has also been home to the works of the famous Polish sculptor and fibre artist Ms Magdalena Abakanowicz (1930-2017).

Graduation Balls

Celebrating the end of the academic year with the official Graduation Ball at the Natolin Palace and its

gardens has become a tradition at the College of Europe in Natolin since 2010. The Graduation Ball is not only a chance for students to spend last **beautiful moments** with their friends and to culminate a year of hard work and rich, intense student life at Natolin, but also to learn more about Polish culture and its traditions.

During the Graduation Ball, students and guests have the opportunity to dance the historic national dance of Poland, the Polonaise (*Polonez*), as well as to admire a professional performance of other traditional dances, such as the Mazurka (*Mazur*). Special musical performances by renowned Polish artists also feature the programme of each Natolin Graduation Ball.



- ↑ Natolin students take a break from dancing at the Natolin Graduation Ball
- Classical and jazz music concerts are a permanent part of Natolin cultural life



- Special performance at the Natolin Palace to mark the European Night of Museums
- ↓ Preparations for the Natolin Graduation Ball start several weeks in advance







3

STRONG FOUNDATIONS FOR NATOLIN: AN INVESTMENT FOR FUTURE GROWTH

ACTIVITY REPORT
2009-2019



COMMUNICATIONS AND RECRUITMENT: EVER-GROWING NUMBERS AND DIVERSITY

The years 2009-2019 saw the College of Europe in Natolin develop a **new communications and marketing strategy** to adapt to the growing challenges of the higher education market. Key milestones in this process included the setting up of a new Communications Office in 2013 and its expansion into a Communications and Recruitment Office in 2015, thereby combining **all aspects** of marketing, recruitment, admissions, as well as alumni relations. This new office has contributed to the College's success by ensuring the widest possible dissemination of knowledge about the on-campus programmes and activities; helping create a larger, more diverse student body; and delivering on the European Union's priority goal of better access to high-quality higher education. In 2019, in the light of its expanded duties and tasks, the unit was renamed Communications, Marketing and Recruitment Office.

Notable successes in these years include: a **260 per cent** increase in first choice applications since 2009; growth in student enrolment from 83 students in the academic year 2008/2009 to a student body now ranging yearly

between **130 and 140 students** (137 in 2018/2019 and 133 in 2019/2020); increasing diversity within the student body – with **more than 30 countries** represented – and **25 per cent** of the 2019/2020 class drawn from countries covered by the ENP; and a vastly expanded programme dedicated to alumni, carried out together with the Natolin Careers and Professional Development Office (see the dedicated chapter).

ORGANISATIONAL AND STAFF EVOLUTION

The first two decades of the 21st century have witnessed great changes in the higher education market and the means of marketing to potential students. Whereas the College of Europe in Natolin was once one of very few institutions offering interdisciplinary studies on the EU at the advanced Master's level, today other institutions offer similar, albeit not identical, courses of study. At the same time, after the global financial crisis of 2008-2009, the sources of funding for scholarships to Natolin have

diminished, as some national governments curtailed their financial commitments. Finally, the years since 2000 have seen a **revolution in communications methods**, with young people switching *en masse* to the internet and particularly social media for their main sources of information. Increasingly, the College has had to look **beyond the traditional routes** of word of mouth, diplomatic and EU institutional contacts, prestige and reputation as its chief marketing and communications channels.

The creation of the two Academic Chairs was accompanied by a corresponding expansion of new scholarship programmes at the College of Europe in Natolin, generously supported by the EU. The early years of these programmes, in 2008-2011, quickly demonstrated that a much **greater investment** in new communication tools and personnel would be necessary to reach an expanded target audience. This audience, which at one time had been restricted to the already huge EU market, had now widened to include the 16 countries covered by the European Neighbourhood Policy making it even more massive, geographically dispersed, and diverse.

A first attempt to meet this challenge was the appointment, between 2008 and 2011, of a **Communications Officer** within the Vice-Rector's Office tasked with coordinating marketing efforts, particularly in the ENP countries. To this end this post was assisted by staff from various departments, depending on availability and need. The main emphasis was on **distributing marketing materials** (brochures, leaflets, and posters) through diplomatic channels, including European Commission Representations and (from 2010) EU Delegations. Advertisements were also placed in French language journals in North Africa. College representatives also attended higher education studies fairs in France, Belgium, and Bulgaria. By 2010, this effort started to bear fruit, as first choice applications to Natolin **doubled**, while student admissions rose from 83 in the academic year 2008/2009 to **113** in the academic year 2010/2011.

To further this work, a **part-time Head of Communications** was appointed in 2011, with Mr Pawel Bartosik assuming this role on top of his existing duties as Head of Languages. Whilst previously successful marketing

actions were continued, again with the support of staff from other departments, the new Head of Communications was also charged with devising a **digital marketing strategy**. The new marketing plan was implemented in 2011-2013, using Facebook to enhance Natolin's online presence.

Initially, EIS first choice applications continued to grow, with admissions setting a **new historic high** of 120 students in 2011/2012 and 2012/2013, before falling back to 113 in the 2013/2014 academic year. Analysis of the digital marketing effort showed that whilst it greatly extended the audience reached, many of the new applications came from relatively weak candidates, with little or no chance of being selected for an interview. This suggested that more focused and **targeted marketing** was needed, requiring a greater investment in communication tools and personnel. Such outlays became all the more imperative as studies of the higher education market showed intensifying competition to attract a shrinking demographic of young people.

In response, the **Natolin Communications Office** was set up in 2013, with a full-time Head, Mr Richard Washington, a part-time Webmaster and Communications Officer and a part-time Digital Marketing Manager. The marketing budget was **significantly increased**. From 2013 to 2015, the Communications Office staffing was increased to three full-time staff members and an additional Communications Officer. In this period, a full marketing mix for the College of Europe in Natolin was developed, encompassing both traditional and digital marketing strategies as well as relationship building.

In terms of audience, volume was de-emphasised, and greater focus placed on **outreach and public relations** allowing access to high-quality applicants in target countries, including promotional visits, a presence at elite study fairs, and institutional contacts. Online marketing was targeted more carefully with **cutting-edge techniques** – such as search engine optimisation, search engine marketing and social media marketing – provided by experienced outside contractors. The online presence of the College of Europe in Natolin was enhanced with the creation of Twitter, LinkedIn, YouTube



↑ Traditional family photos mark the end of each academic year

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The Office has contributed to the College's success by ensuring the widest possible dissemination of knowledge about the on-campus programmes and activities; helping create a larger, more diverse student body; and delivering on the European Union's priority goal of better access to high-quality higher education.

First choice applications have increased by

260%

over the past decade, while both first choice and second choice applications have increased by

120%

The number of **students on campus** has increased from

83

in the academic year 2008/2009, to between

130 and 140

students in recent years.

Over the past decade,

83%

of Natolin students have received **full of partial scholarships** or other forms of financial aid.

and Instagram profiles, a blog, a Natolin-focused website, landing pages, and year-round audience-building campaigns on the web and social media. High-quality leaflets, posters, and brochures were also designed and printed. Finally, **alumni relations** were added to the Communications Office's purview to make better use of this vital marketing asset. This work started to pay off in 2014/2015 and 2015/2016, as the number of first choice candidates held steady and admissions rose to 127 and 122 students, respectively.

'JOINT RECRUITMENT' – CREATION OF THE COMMUNICATIONS AND RECRUITMENT OFFICE

It was soon obvious that the new marketing approach had helped build awareness and increase the quantity and quality of applications. However, to maximise the enrolment of high-quality students, **better coordination** was needed between communications and marketing, on the one hand, and between recruitment and admissions, on the other. At that time, admissions to Natolin were managed directly from the Bruges Admissions Office, with local administrative support from then Natolin's Head of the Academic Administration, Ms Małgorzata Wiśniewska.

A thorough overhaul of the applications system began in 2014 with the roll-out of a new online admissions portal, which was used for the first time to select the class of 2015/2016. The portal greatly **simplified the admissions procedure**, while accelerating the whole process to the benefit of staff and students. Taking admissions online also enabled the development of more **sophisticated and effective** digital marketing strategies, thanks to the newly available analytics and data produced by the portal.

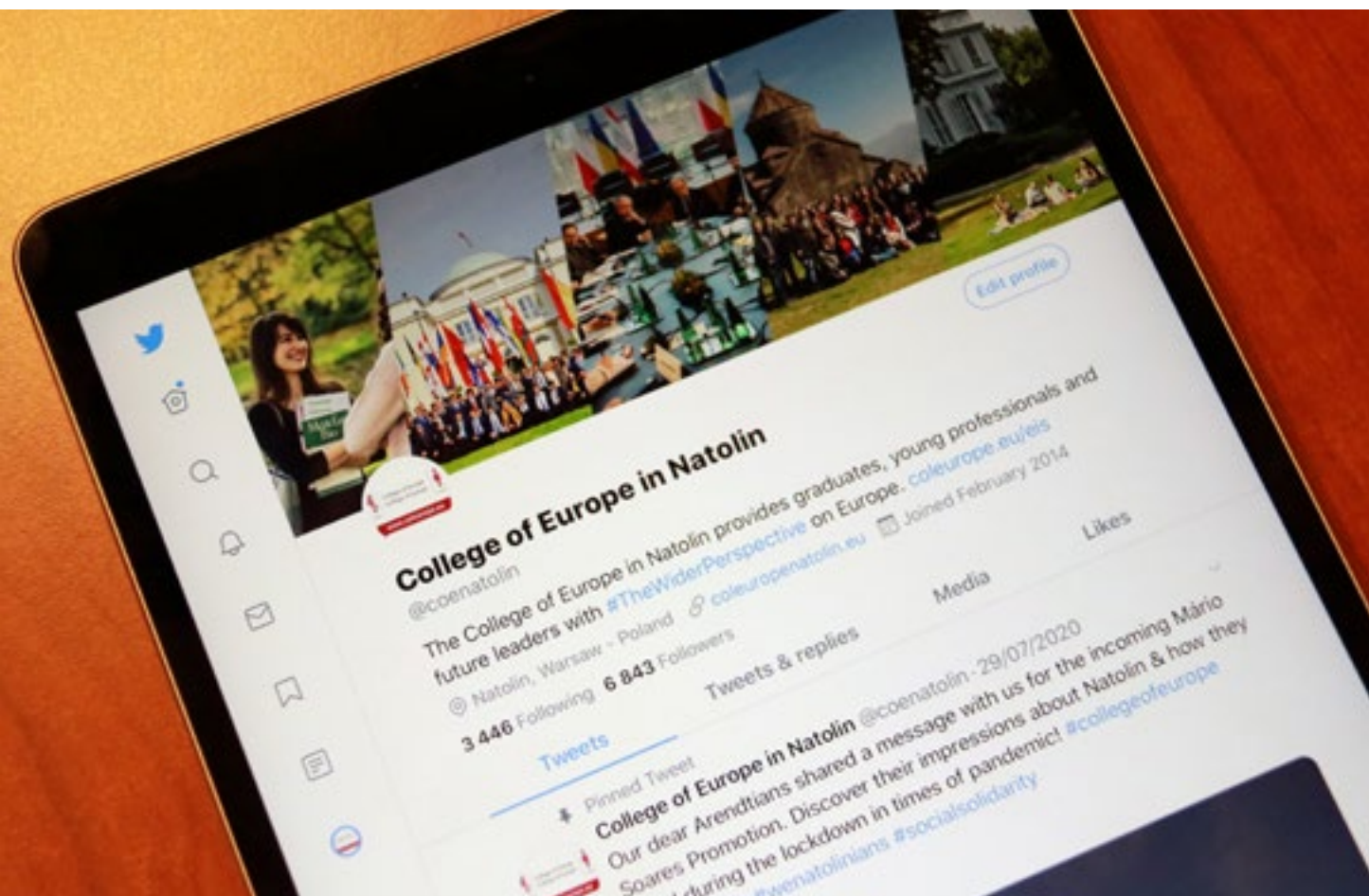
By 2015, these developments made it clear that the marketing and recruitment functions would benefit from being merged and handled by one office. Consequently, a single **Communications and Recruitment Office** was set up. The office was comprised of a Director of

Communications and Recruitment, Mr Richard Washington, and three full-time staff members. Whilst it continued to refine the existing marketing strategy, the combined team also took pains to involve Natolin's academic and administrative staff at Natolin in **all the stages** of the marketing, recruitment and admissions processes. Their involvement was especially important given the very large number of countries being targeted for recruitment.

Following its reorganisation, the Office is now capable of preparing targeted marketing campaigns to **quickly readress** any gaps or asymmetries in recruitment. Thanks to this, the College can now concentrate on attracting a **balanced pool** of applicants from the EU, the ENP countries, and other regions, ensuring that every Natolin class represents a truly diverse student body.

Presently, the renamed **Communications, Marketing and Recruitment Office** comprises a full-time Head, Mr Mattia Filippin, three full-time officers and a part-time administrative assistant. The Office manages on a daily basis Natolin's presence on the official website of the College of Europe, along with a wide series of ancillary websites and landing pages. Our social media presence is strong, with 27,000 followers on Facebook, 6,500 followers on Twitter, 3,650 followers on LinkedIn, 960 followers on Instagram, 170 followers on Flickr, and 400 subscribers to the Natolin's YouTube channel. Our newsletter, *The Natolin Quarterly*, has more than 17,000 subscribers.

As part of the latest marketing campaign in 2019, the Office **revamped and expanded** Natolin's online presence, bought new space for print as well as out-of-home advertising, and produced a redesigned College brochure in addition to other dedicated marketing and branding materials. Our series of original video content – *Three Questions To* – was continued, featuring short interviews with prominent visitors to the College of Europe in Natolin. In addition, a **new informational video** dedicated to Natolin's unique study trips was produced, featuring footage from all destinations of the 2018/2019 study trips.



Furthermore, the concept of **'country coordinators'** continues to be developed by the Office to harmonise and focus our marketing in target countries, strengthening our institutional outreach, as well as our presence at international study and careers fairs. Meanwhile, the interest towards organized guided visits of the Natolin campus has dramatically increased, which come on top of the two **Open Days** organised each year and dedicated to the vast audience of prospective students based locally. Finally, we have been working hard on creating a vast **network of Alumni Ambassadors**, responsible for passing on their experience to future generations of potential students.

Today, the Communications, Marketing and Recruitment Office plays a vital role in securing Natolin's success and, by extension, that of the College of Europe Bruges campus.

ENCOURAGING APPLICATIONS AND SELECTING STUDENTS

Applications to the College of Europe normally open at the beginning of October and close in mid-January. To prepare for this application window, the Communications, Marketing and Recruitment Office conducts **year-round targeted marketing campaigns** to raise awareness of the College of Europe as a whole and about the Natolin campus in particular, especially as regards its postgraduate advanced Master of Arts in European Interdisciplinary Studies. The promotional campaigns are executed via **digital and traditional channels** in the EU member countries, in the EU's neighbourhood – including countries covered by the ENP – and beyond.

Natolin students generally hold university degrees in law, economics, political and social sciences, international relations or history, as well as in other fields such as geography, journalism, philosophy, languages, or occasionally, STEAM⁵ profiles. The common denominator for successful applicants is a **high level** of academic achievement and a **keen interest** in European affairs. Each year the goal is to produce a **carefully selected** class representing a wide variety of nationalities.

Students applying to the College of Europe in Natolin undergo a **three-stage selection process**, led by the Communications, Marketing and Recruitment Office in cooperation with the Admissions Office at the Bruges campus. When applying, prospective students can indicate up to two programmes of choice out of the five offered at both campuses of the College of Europe.

After student applications are submitted via the online portal (admissions.coleurope.eu), the first stage consists of a **pre-screening** by faculty members. Only those students meeting the admissions criteria and of high calibre are accepted to the second stage of the selection process. This second stage takes place between March and May and involves **face-to-face interviews** with all preselected applicants. These interviews are usually organised through national selection committees and take place in the capitals of many European and non-European countries, thanks to our longstanding cooperation and partnerships with national governments. In the presence of College of Europe faculty members and national representatives, applicants are quizzed on their motivation and preparation for studying at the College of Europe. If necessary, these interviews can also take place via digital videoconferencing. The third stage takes place in May-June, after the selection interviews are completed and evaluated, when successful applicants are notified of their **admission** to the College of Europe, including possible financial support.

The academic year starts in September, unless students need to improve their language proficiency in French or English by participating in the **Natolin Summer Language Academy**. Should that be the case, the College of Europe in Natolin welcomes them in mid-August.

ADMISSIONS: ONWARDS AND UPWARDS

In the last decade, the College of Europe in Natolin has seen a **dramatic increase** in the number of applications to its EIS programme.

Figure 14 shows the evolution in first choice applications, starting with the academic year 2009/2010. At the beginning of the period, the EIS programme was listed as the first choice programme of the College of Europe by 97 applicants; the number grew to **347 applicants** for the academic year 2020/2021 – a **260 per cent increase** over the past decade.

Figure 15 shows the growth in the total number of applications, including both first choice and second choice applications. In the reporting period, the number grew from 263 applicants for the academic year 2009/2010 to 580 applicants for the academic year 2020/2021, thus **increasing by 120 per cent**.

When the EIS programme at the College of Europe in Natolin debuted in 1992/1993, its student body was comprised of 35 students. In time, as the academic programme developed and its reputation grew, the number of students increased accordingly. The student body has continued its trend of **steady growth** since the early 1990s.

In the reporting period, the number of students on campus has increased from 83 in the academic year 2008/2009, to between **130 and 140 students** in recent years. Furthermore, thanks to the ENP scholarship

⁵ Science, Technology, Engineering, the Arts and Mathematics.



↑ Natolin welcomes students from dozens of countries from all across wider Europe and beyond



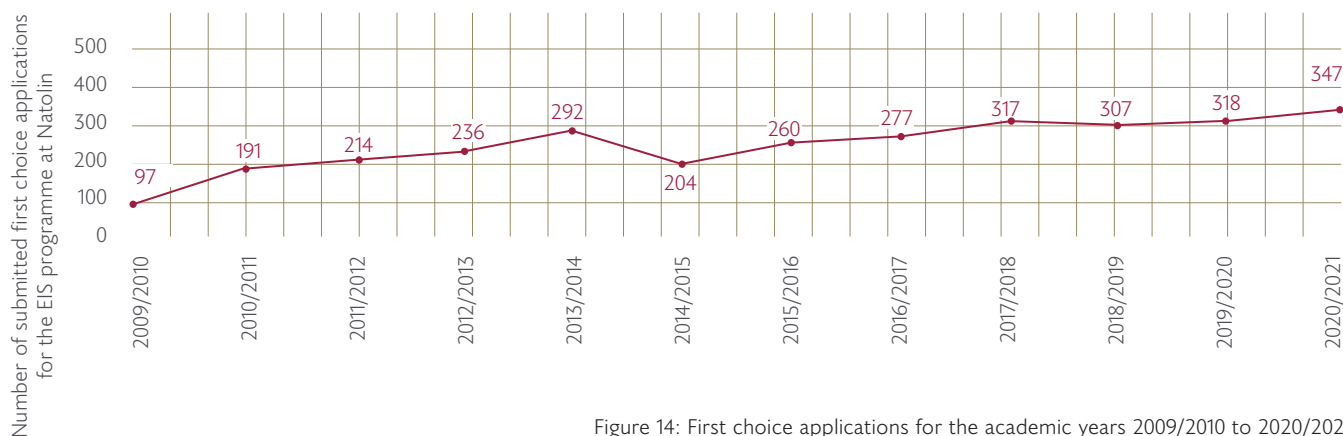


Figure 14: First choice applications for the academic years 2009/2010 to 2020/2021
Source: College of Europe in Natolin, internal data.

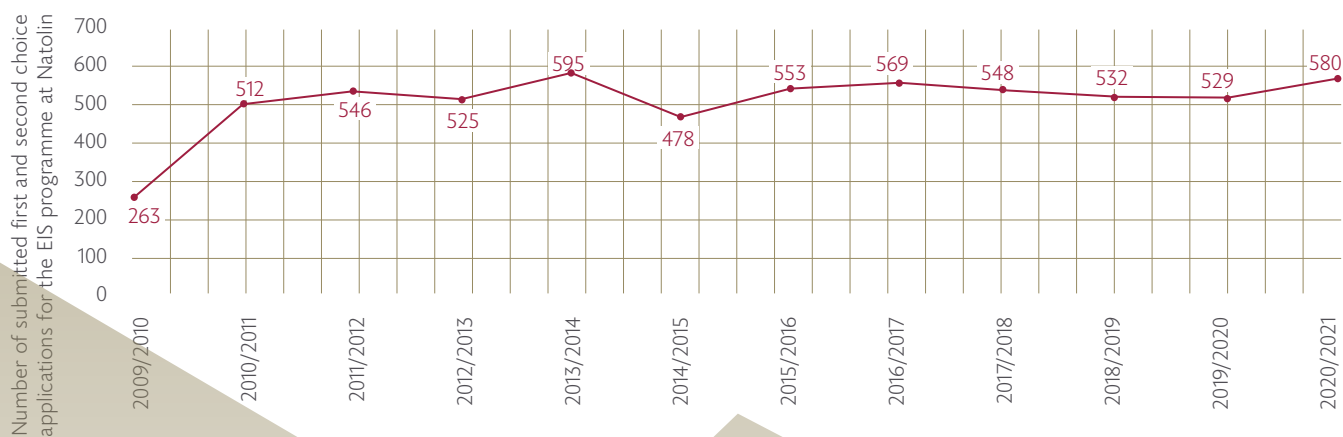


Figure 15: Total number of applications for the academic years 2009/2010 to 2020/2021
Source: College of Europe in Natolin, internal data.

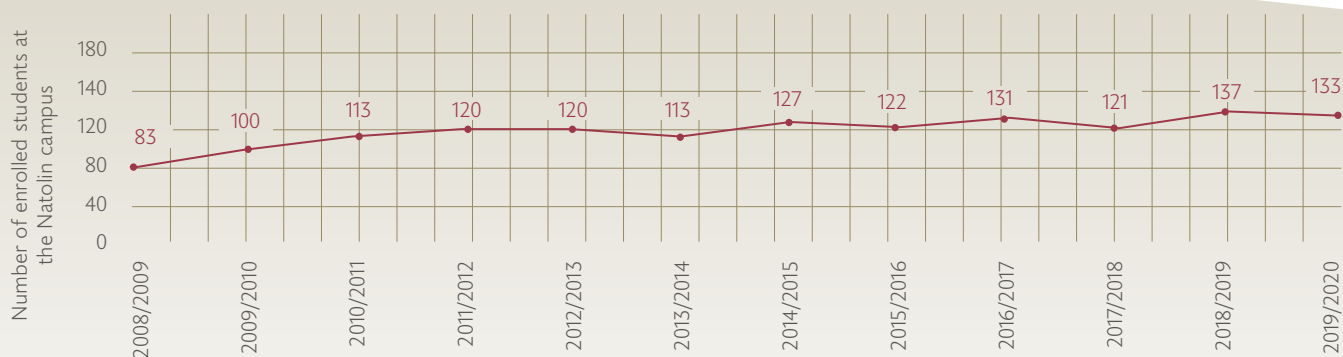


Figure 16: Student enrolment for the academic years 2008/2009 to 2019/2020
Source: College of Europe in Natolin, internal data.

programme, there has also been steady growth in applications from the ENP countries.

The largest student body ever was recorded in the academic year 2018/2019, with **137 students**. This figure includes also the **first Natolin student** enrolled in the 2-year Transatlantic Affairs programme – co-organized with the Fletcher School of Law and Diplomacy at TUFTS University – during which students spend one year at the College of Europe either in Natolin or Bruges studying one of the available study programmes, and another year at Fletcher.

For the academic year 2019/2020, the College of Europe in Natolin admitted 133 students of 32 different nationalities. This is the second-best result in Natolin's history. **Figure 16** illustrates the evolution of student numbers since 2008/2009.

Over time, the expansion of the EIS programme resulted in the enrolment of the **largest number of students** of any academic programme in the College of Europe. To follow the evolution of enrolments in all College of Europe programmes in the reporting period, see **Figure 17**.

DIVERSITY OF COUNTRIES AND CONTINENTS

Since the introduction of the EU's Neighbourhood specialization at the College of Europe in Natolin, the share of students from the ENP countries **has risen** in tandem with the overall College enrolment. Over the past 10 years, such students have accounted on average for **24 per cent of the student body**, with two thirds of these students coming from the countries of the Eastern Partnership, and one third from the countries of the Southern Dimension of the ENP.

Overall, the most represented countries at Natolin over this period were France (16.7 per cent), Poland (12.4 per cent), Italy (8.1 per cent), Spain (7 per cent), and Ukraine (6.7 per cent).

In the academic year 2019/2020, out of the 133 students at Natolin, 91 students (68 per cent) come from the EU, while 42 students (32 per cent) from outside the EU. Among the latter, 33 students come from the ENP countries, two from the Western Balkans, four from Turkey, one from Asia, and two from South America. The top five nationalities are France, with 24.8 per cent of total enrolment, followed by Poland (9.7 per cent), Italy and the United Kingdom (6.7 per cent), and Ukraine (5.2 per cent). These front-runners are followed by Spain (4.5 per cent), Moldova and Morocco (each 3.7 per cent of the student body), and Armenia, Georgia, Ireland and Turkey each representing 3 per cent.

Over the past ten years, as Natolin's reputation has grown, applications are being submitted from **ever further afield**, including Australia, China, and the United States. Besides the rising number of students, a distinguishing characteristic of EIS enrolments is the remarkable number of nationalities they represent. Whereas our first class of 35 students in the academic year 1992/1993 comprised 21 nationalities, the number has increased to 32 in 2019/2020; the **average for the past quarter-century has been 28 nationalities** (see also **Figures 18 and 19**).

FINANCIAL SUPPORT FOR STUDENTS

In its recruitment for the EIS programme, the College of Europe in Natolin has always tried to attract applicants with a solid education, a broad interest in European issues, open and forward-looking views on their own intellectual and professional development, and willingness to work hard in accordance with the College of Europe's ideals.

This diligent search for the best, most promising candidates means that the College of Europe in Natolin is ready to help them to obtain financial support to take up their studies. Each recruitment class is a diversified group, chosen **purely on merit**, without any exclusions based on nationality, gender, age, professional or educational field, or socio-economic background.

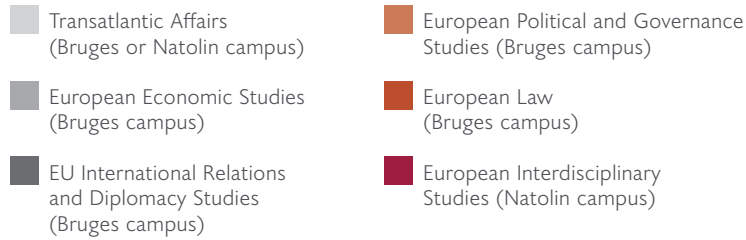
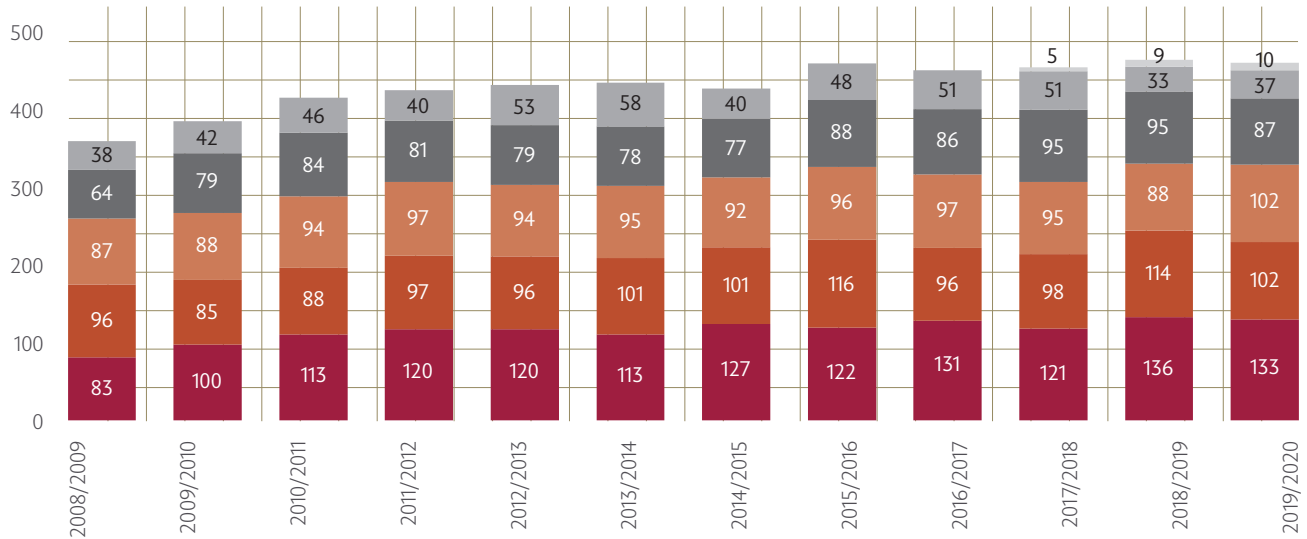


Figure 17: Student enrolment of all College of Europe programmes on both campuses for the academic years 2008/2009 to 2019/2020
Source: College of Europe in Natolin, internal data.

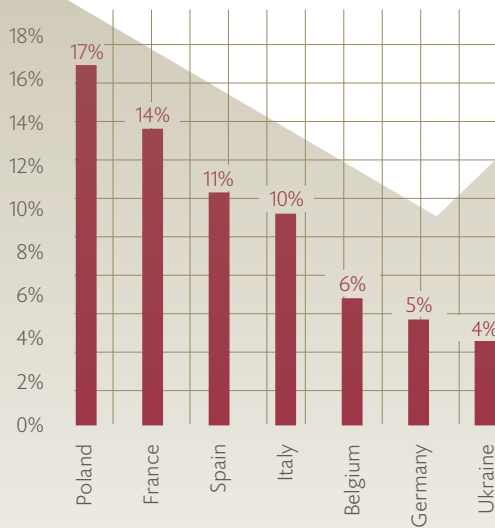


Figure 18: Top 7 student nationalities in the EIS programme at Natolin in 2009/2010
Source: College of Europe in Natolin, internal data.

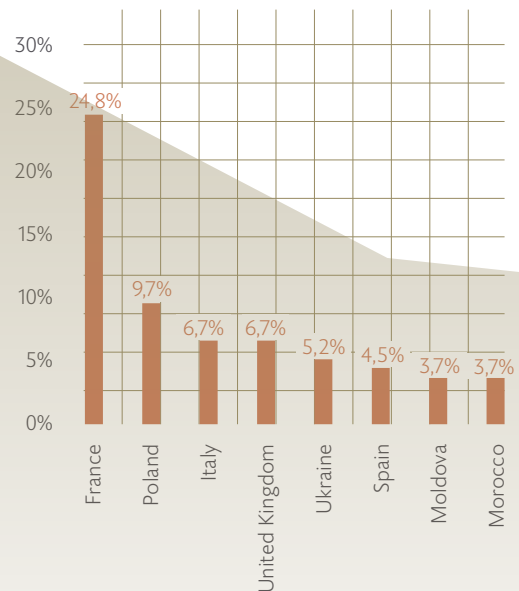


Figure 19: Top 8 student nationalities in the EIS programme at Natolin in 2019/2020
Source: College of Europe in Natolin, internal data.

The only criterion of selection is **quality**. This merit-based approach is only made possible by an EU Operating Grant and external contributions, both of which at least partially defray the costs of living and studying at Natolin. The **financing scheme** offered by Natolin provides a broad range of financing options. Over the past decade, **83 per cent of Natolin students have received full or partial scholarships** or other forms of financial aid.

The system of student assistance is based primarily on the EU Operating Grant, as well as, whenever possible, on external contributions from national governments, regional institutions, foundations, and private donors. These **diverse sources of funding** have allowed Natolin to maintain a proud tradition of **expanding study opportunities** for students from inside and outside the EU's borders. The goal is to allow highly qualified applicants, regardless of their socio-economic background, to benefit from the College's highly competitive learning without being impeded by financial obstacles.

A dedicated **financial aid programme**, established on the initiative of the European Parliament, is offered to students wishing to specialise in **history** (including, but not limited to, history studies graduates). To date, **97 students from 23 countries** have received financial support under this scheme. Natolin also places a special focus on welcoming and supporting selected students from the **ENP countries**, covering the cost of tuition, room and board. This assistance was only made possible thanks to funding from European institutions. As a result, since 2007/2008, Natolin has opened its doors to **266 students** from the ENP countries. Furthermore, since the academic year 2011/2012, dedicated financial support is foreseen also for students **coming from the EU** and interested in **studying the European Neighbourhood Policy at Natolin**. In this framework, the College of Europe in Natolin has granted financial assistance to a total of **169 students** coming from the countries of the European Union, including the present academic year 2019/2020.

Contributions by national governments vary. Among the countries that regularly provide financial support

for Natolin students are France, Germany, Hungary, Ireland, Italy, Poland, Portugal, Spain, Switzerland, and the United Kingdom. Special mention should be made of the **Government of Poland**, which has systematically supported the College of Europe in Natolin since its establishment. In 2009-2019, Polish government funding has allowed **171 students** from Poland to study in Natolin.

In addition, within the framework of technical assistance provided to Ukraine in support of its transformation process and further integration with the EU, the Government of Poland has pledged to **cover tuition and accommodation costs** for Ukrainian students at Natolin. In 2009-2019, **54 Ukrainian** students benefitted from this assistance.

Natolin students also receive financial support from **regional institutions** such as the Public Diplomacy Council of Catalonia (DIPLOCAT), which offers full scholarships to Catalan students interested in pursuing Euro-Mediterranean studies at Natolin, as well as the Flemish government, which offers partial support for students from the Western Balkans and countries neighbouring the EU's eastern borders. Speaking of the Western Balkans, North Macedonia also grants partial scholarships to its civil servants to study at the College of Europe. The Svenska Institutet, the China Scholarship Council, and the European Movement Denmark also support students originating from their respective countries. In addition, Turkey recently reactivated its own support schemes for the College.

Additional funding has been provided by **private companies and foundations**, such as Banco Santander, the Baillet Latour Fund, or the Bruges-Natolin (Brunat) UK European Scholarships Fund.

The College of Europe in Natolin itself also offers financial support to at least partially cover, to the extent allowed by its budget, the tuition and living costs of students from countries that do not offer any government or private contributions. This assistance is generally targeted at **talented but financially disadvantaged candidates**.



Bram Van Hecke (BE)

MANUEL MARÍN PROMOTION 2018/2019

PRESIDENT, YOUNG FARMERS ASSOCIATION IN FLANDERS

I learned values which guide my actions today



I was born on a farm in Belgium. My life has centred itself around that farm, around farms even more so: around farmers. That seems to be a niche topic, yet it is an essential building block of the countryside, our food, all our countries and our common Europe. For that reason, I decided to become a student at the College of Europe in Natolin. Without Natolin, I would not have been where I am now. After my academic year, I have become president of the young farmers association in Flanders. What I am head of now, is a movement of over 3000 young farmers who work tirelessly to provide healthy, sustainable, and affordable food for this and the coming generations. The College of Europe in Natolin, has given me knowledge. Yet, the College does not only give knowledge. The deepest friendships sprout here, on this campus. Living together for a year unites people forever. But finally, what makes the big difference are the values that the College stands for. The College is more than a university. This institute pushes you to your limits and turns ambition into action. The values I have learned here in Natolin are the guiding lines for my actions today.

The purpose of this broad financial aid programme is to allow **outstanding students from all over the world** to undertake the advanced Master of Arts in European Interdisciplinary Studies at the College of Europe in Natolin, breaking down the barriers of origin and status to create a unique multicultural community with a rich diversity of knowledge and opinions.

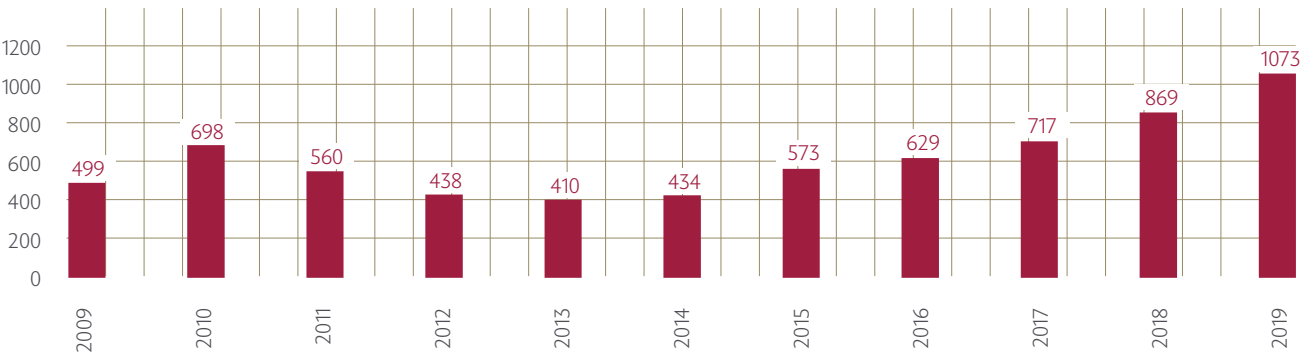
Even with such assistance, it is worth noting that self-financing by students has increased by **115 per cent** since 2009 (see **Figure 20** below). This attests to the **growing appreciation of Natolin's offer** among prospective students. The biggest increase in student payments has occurred in the past four years, pointing to the efficacy of many recent changes and innovations at the College, described elsewhere in this report.

LOOKING AHEAD

The steady growth in the number of applications to the EIS programme over the past decade, including, as shown above, a 260 per cent increase in first choice applications, constitutes outward evidence of the success achieved by the College of Europe in Natolin in its endeavour of adapting to the **new realities of the higher education market**. The idea of establishing

a specialised office capable of addressing the latest trends concerning the revolutions in communications methods allowed Natolin to devise a fresher, more targeted digital marketing strategy, and expand its reach, while still maintaining elements of previously successful actions. The now solid online presence of the College of Europe in Natolin in various platforms is carefully monitored on an everyday basis, and constantly updated with a variety of news, articles, photos and videos, all aiming at depicting the most accurate image of both the EIS programme and the campus to, among others, the Natolin community, external partners, and prospective students. Future investments in new technologies will contribute to the **development of new approaches** and, consequently, diversified strategies, especially those stressing the strength of the Natolin community.

Another important factor to be highlighted is the key role played by the Communications, Marketing and Recruitment Office in the composition of the student body at Natolin. The EIS programme strives to always attract a **very diverse group of students** (both in terms of nationality and academic background), and since the introduction of the EU's Neighbourhood specialisation at the College of Europe in Natolin, there has been a constant rise in the number of students coming from ENP countries and from further afield.



*data in EUR thousand

Figure 20: Own contributions by students in the EIS programme at Natolin 2009-2019
Source: College of Europe in Natolin, internal data.



↑ Natolin students relaxing behind the Natolin Library

Exploring digital and traditional channels has opened a **plethora of avenues** through which the knowledge about the College of Europe in Natolin could be disseminated to a more targeted group of high-level students with a keen interest in Europe. This allows the College to have a larger, better pool of candidates to draw from. Therefore, in order to have a qualified, diversified student body, it is essential that the best practices of concerted actions between all those involved in each and every stage of the selection process keep happening seamlessly, and that the main offices responsible for executing these processes have all the resources needed to deal with any eventualities that may occur.

Concerning the financial support of students, the College of Europe in Natolin will continue to explore ways to **further develop the existing scheme of contributions**, based on the EU Operating Grant and other carefully selected public and private contributors, as well as possible contributions for students from poorer socio-economic groups, countries, and regions.

ALUMNI RELATIONS: NETWORKING ACTIVITIES AND CAREER STATISTICS

The College of Europe experience does not stop at the end of the academic year. With more than **14,500 alumni from around 50 countries**, our graduates join a global network of young leaders, featuring personalities who have reached senior positions in the public and private sectors. Our graduates successfully pursue a career in European and international affairs, international business, national administration, NGOs, journalism or the academic world.

The College has an important role to play in **keeping the alumni community connected**. Alumni relations are also of paramount importance in **promoting** Natolin and the EIS programme. Accordingly, Natolin acts in various ways to maintain and develop alumni relations. These activities include holding **alumni reunions**, supporting the **Natolin Ambassadorship Programme**, taking part in events organised by Regional Alumni Groups in various countries, **distributing the Natolin Quarterly** to the alumni, and cooperating with the College of Europe Alumni Association.

ALUMNI REUNIONS

Reunions take place at intervals of one, five, ten, 15, 20, and 25 years after graduation. These events are a great opportunity to **renew bonds** with other colleagues and share professional experiences by networking. For the current students, alumni reunions are an opportunity to learn about the decisions and paths taken by their predecessors, who can offer **valuable insights** to those on the threshold of their professional careers. In addition, since 2016, the College of Europe in Natolin has held an annual Christmas gathering in Warsaw **open to all alumni** of the Bruges and Natolin campuses.

NATOLIN AMBASSADORSHIP PROGRAMME

This programme seeks to enlist Natolin alumni as **'ambassadors' in their home countries** to meet students at local universities and make presentations about the College of Europe and their individual experiences.

In 2015, 4 Alumni Ambassadors made 17 presentations at universities in Algeria, Armenia, Germany, and Italy. In 2016, the Ambassador in Georgia conducted 6 presentations at local universities, while **sharing information** about the College of Europe with 3 other institutions and 4 online platforms. The same year, Ambassadors in Algeria and Romania made 3 presentations each.

In 2017, 5 Alumni Ambassadors made 13 presentations: in Algeria, Armenia, Georgia, Palestine, and Poland, while the Natolin Ambassador in Armenia also made two **media appearances**. In 2018, 6 Alumni Ambassadors organised 15 presentations in Algeria, Armenia, Belgium, Italy, Moldova (including one radio interview), and Palestine. The event in Belgium was organised for 'Schuman' trainees **at the European Parliament**.

In 2019, a record-high number of **15 Alumni Ambassadors** visited more than 20 universities and other institutions in 10 different countries: Albania, Algeria, Armenia, Belgium, Bulgaria, Denmark, Georgia, Italy, Morocco and Ukraine.

ALUMNI STATISTICS

Information about the career paths of **796 (out of 1,151 total) alumni** from the past ten academic years are shared below to shed light on the career prospects of Natolin students after graduation.

First position after graduation

— Time from graduation to first employment

The time it takes to find a job or internship after graduation can serve as a **good indicator** of the employability of the graduates. It is very rewarding to see that the trend line for the average number of months indicates a steady decline in the time it takes Natolin graduates to start an internship or a regular job. The average interval for graduates from the last promotion during the reporting period was **2.3 months**, indicating that, on average, they were already working by mid-September. In terms of the percentage breakdown between jobs and internships, on average **74 per cent** of graduates started regular jobs and **26 per cent** took up internships (of which almost 50 per cent were Blue Book Traineeships at the European Commission). See **Figures 21, 22 and 23**.

— Region

Most Natolin students from EU member countries start their careers in the EU. Less than half (44 per cent) of Natolin students from ENP countries start their professional careers in EU countries, while 52 per cent do so in ENP countries. Similar percentages apply to students from other European countries⁶.

— Institution types

Most Natolin alumni from the past ten academic years started their careers in EU institutions and agencies (25 per cent), national governments, public authorities, and representative bodies (24 per cent), private companies (12 per cent) or international organisations (8 per cent).

— Sector

Classifying these institutions or departments by sector, the five leading categories are Foreign Policy and International Affairs (14 per cent), Education and Culture (10 per cent), Administration (9 per cent), Social and Public Policies (8 per cent) and Diplomacy (8 per cent).

Current positions

— Region

Almost all Natolin graduates from EU countries have continued to work in the EU (94 per cent). Less than half (45 per cent) of the graduates from ENP countries have continued their careers in the EU, while 50 per cent work in the ENP countries – almost the same breakdown as for their first position after graduation. This suggests that the choice of first position largely determines where they work in the future.

— Institution types

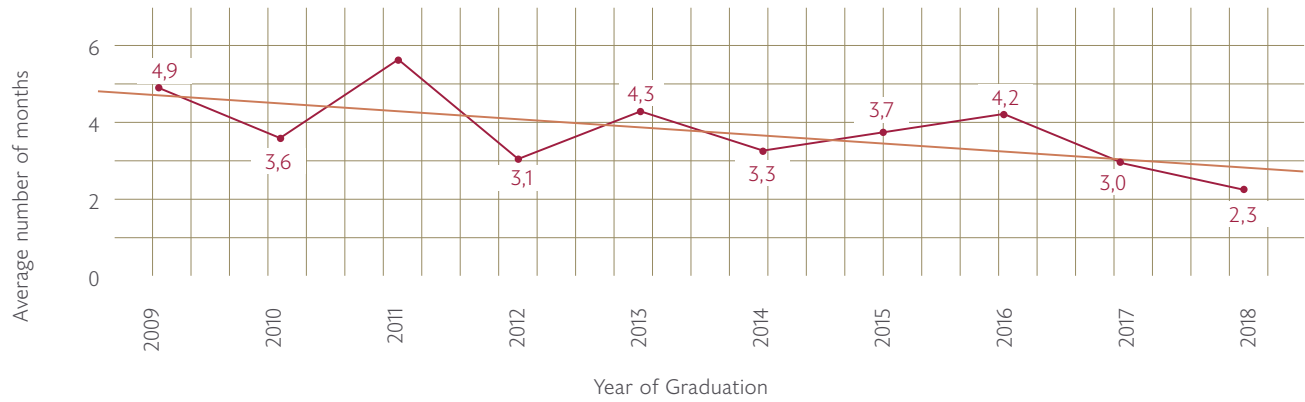
Most Natolin graduates currently work for national governments, public authorities, and representative bodies (20 per cent), private companies (17 per cent) and EU institutions and agencies (17 per cent).

— Sector

The five leading sectors where Natolin graduates of the past ten promotions work are Foreign Policy and International Affairs (11 per cent), Education and Culture (11 per cent), Economy and Finance (9 per cent), Energy and Sustainable Development (8 per cent), and Communications/PR (6 per cent).

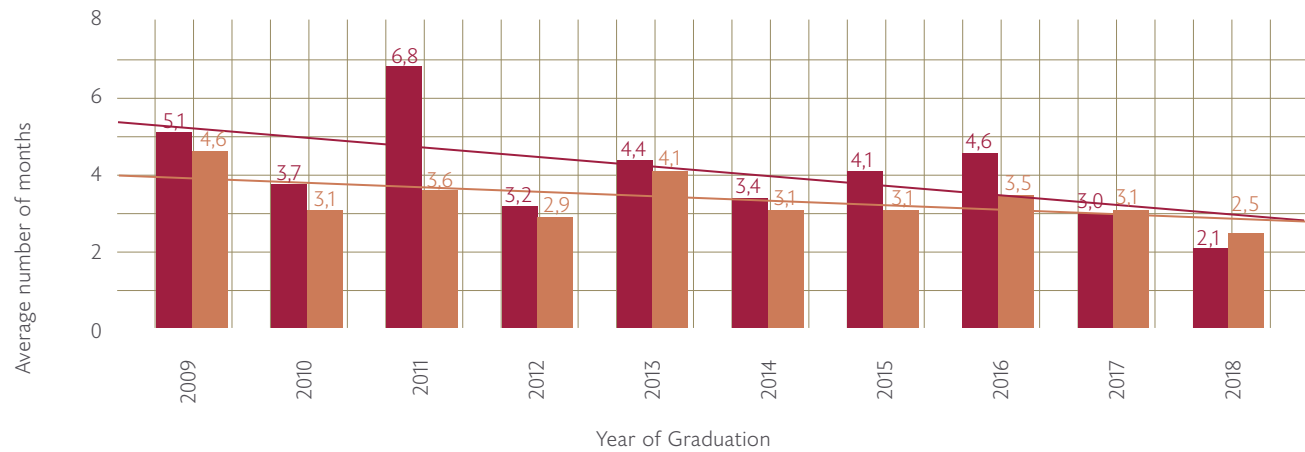
⁶ The category 'Europe' here refers to all non-EU and non-ENP European countries (i.e. Albania, Andorra, North Macedonia, Serbia).

STRONG FOUNDATIONS FOR NATOLIN:
AN INVESTMENT FOR FUTURE GROWTH



— Average number of months
— Trendline for Average number of months

Figure 21: Average number of months from graduation to first position
Source: College of Europe in Natolin, internal data.



— Average time to find job
— Average time to find internship

Figure 22: Average number of months from graduation to first position
(either job or internship)
Source: College of Europe in Natolin, internal data.

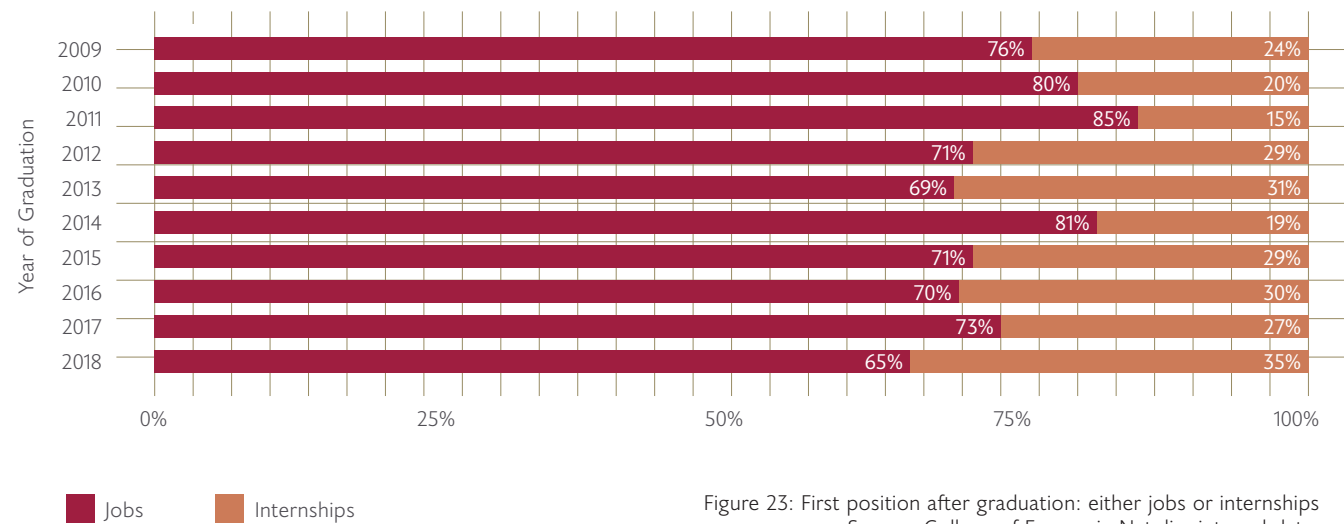


Figure 23: First position after graduation: either jobs or internships
Source: College of Europe in Natolin, internal data.

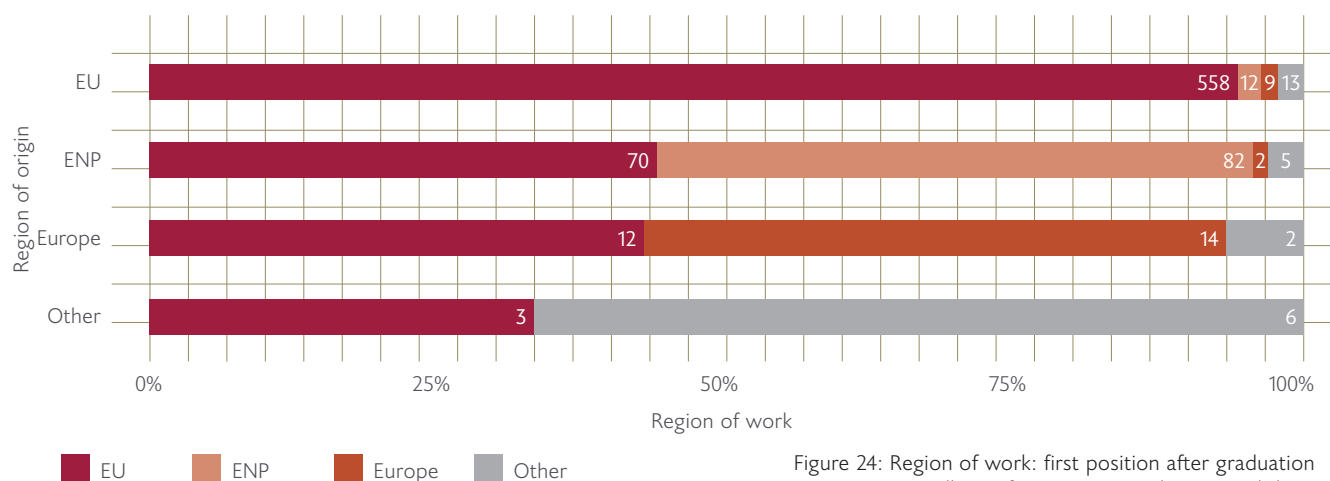


Figure 24: Region of work: first position after graduation
Source: College of Europe in Natolin, internal data.

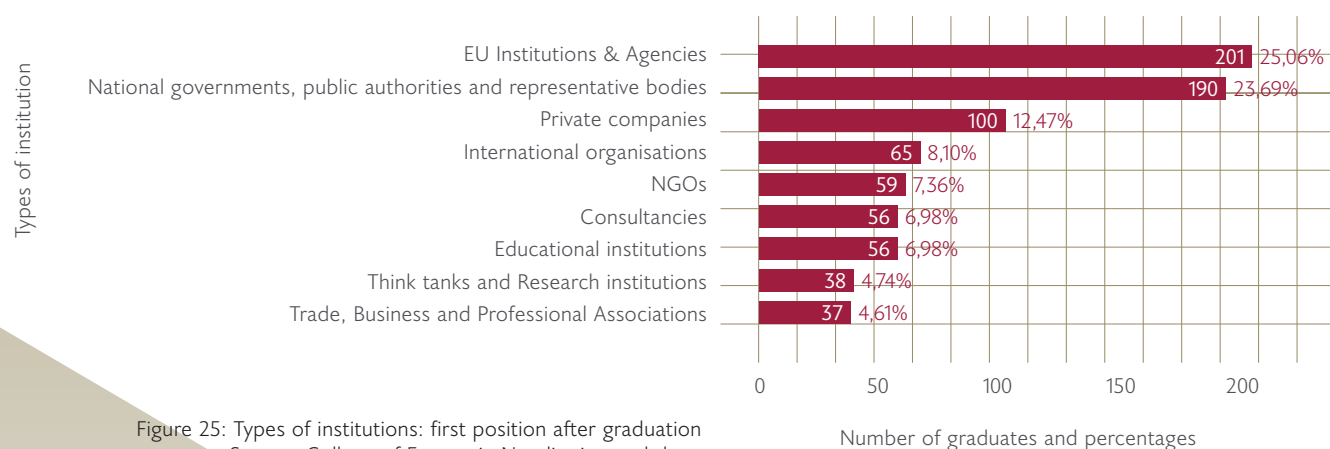


Figure 25: Types of institutions: first position after graduation
Source: College of Europe in Natolin, internal data.

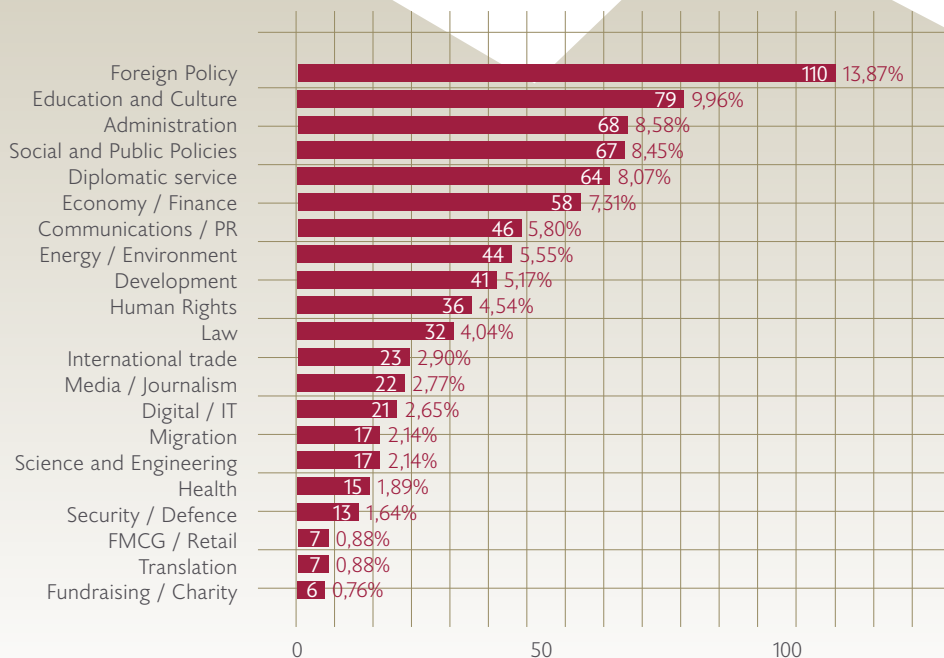
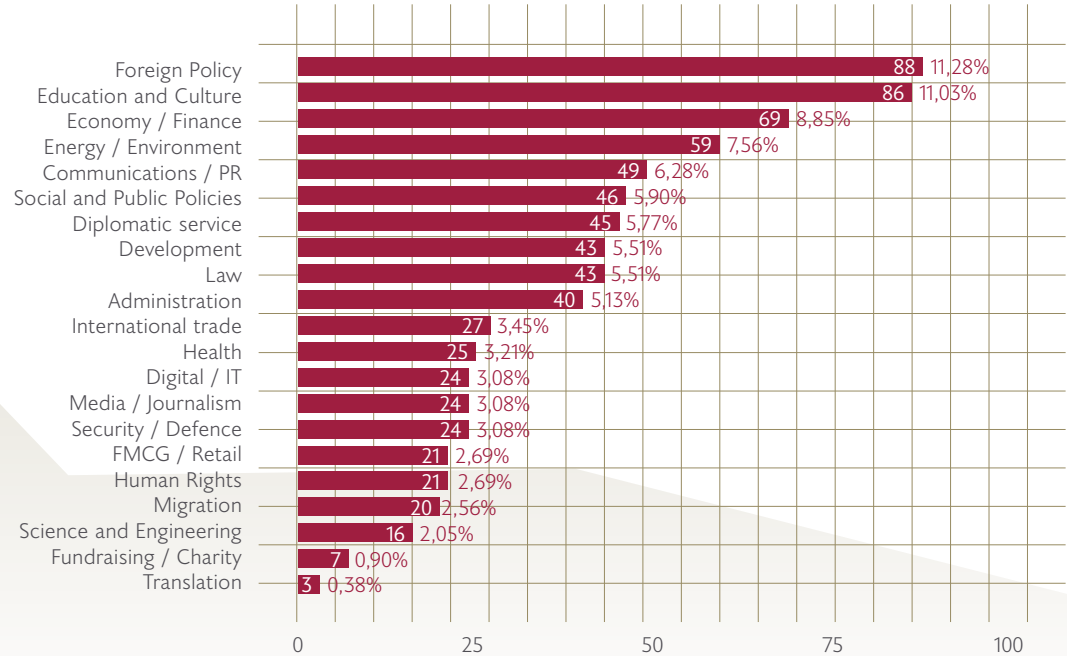
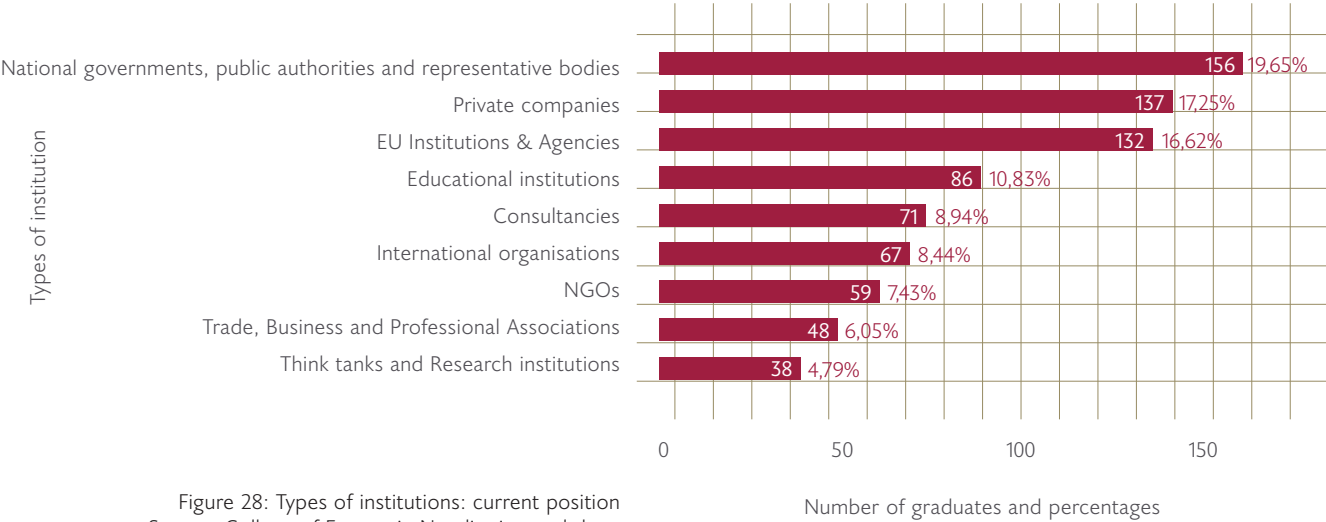
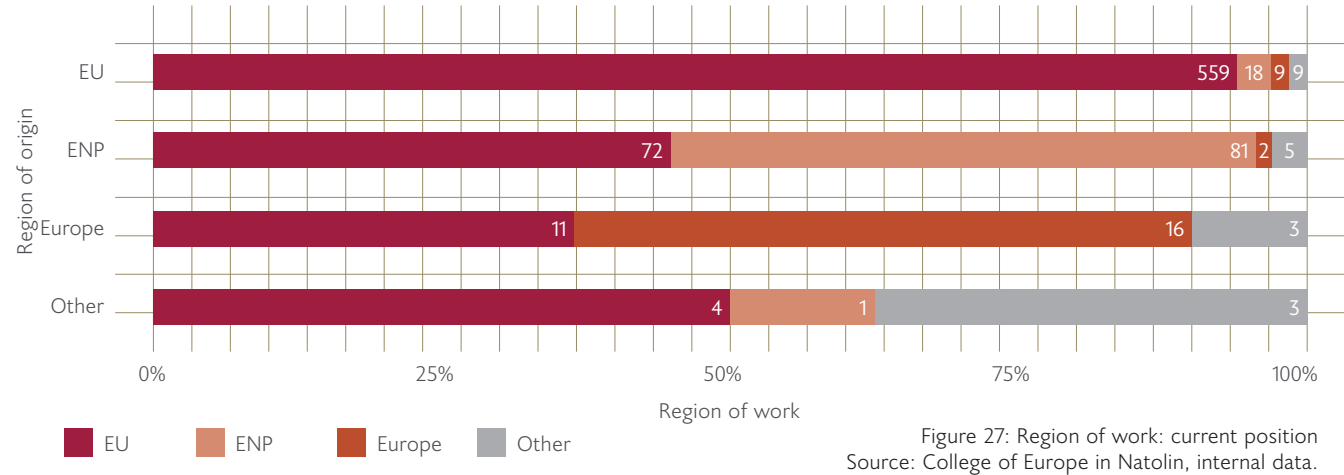


Figure 26: Types of sector: first position after graduation
Source: College of Europe in Natolin, internal data.

STRONG FOUNDATIONS FOR NATOLIN:
AN INVESTMENT FOR FUTURE GROWTH





- ↑ The bonds forged at the College last a lifetime, with students joining a global alumni network after graduation
- Natolin hosts several alumni reunions every year



- Alumni take part in both formal reunions at Natolin and informal ones in cities all across the world
- ↓ Networking sessions during alumni reunions allow current students to discover different career paths open to them after graduation



LOOKING AHEAD

The alumni community of the College of Europe is **a truly global network** comprised of **more than 14,500 leaders, influencers, and change makers from various sectors**, who actively participate in the matters affecting the societies in which they work and live. Over and above that, the alumni community also represents a great source of knowledge, wisdom, inspiration, and commitment, all principles guiding the College of Europe in its constant search for methods and resources to enhance and strengthen this lifelong relationship. And there is no better way of bringing the alumni together than by engaging them in activities developed by the College of Europe.

The **alumni reunions** organised by the College of Europe in Natolin are a great example of how the College experience goes far beyond the end of an academic year, for these events not only serve as an opportunity for the alumni to revive cherished memories, but also set the scene for a valuable exchange of experiences with staff and current students. This is a clear win-win-win situation. For the students, it gives them the opportunity to learn first-hand from those who are constantly being exposed to a multitude of cultures and opinions in their professional lives – indispensable insights that might help shape their future choices; for the alumni, it is a chance to revisit a place where they have learned so much, and now help shape a community they will be forever part of; and for the College, it helps strengthening its relations with its alumni, and keep delivering on its mission to promote interest in European matters. Sustaining the efforts to invest in this strategy is a clever way of building a solid foundation for the relations with all members of the College community and should therefore be encouraged.

Another option being successfully explored in recent years is the **Natolin Ambassadorship Programme**. Bearing in mind the fact that the outreach and promotional campaigns are also impacted by the economic and geographic constraints that impede Natolin staff from being physically present in all areas it would want to, help from Natolin alumni in spreading the

word about the College of Europe became all the more important while delivering to prospective students a transparent, concise and rich account of what the Natolin experience truly represents. Many events have been organised over the years, and the partners involved (universities, institutions, media, online platforms, etc.) have expressed gratitude and demonstrated interest in continuing with this practice. Taking alumni to the field is also crucial to help dispelling the myth that the College of Europe is beyond reach to certain people, especially in disadvantaged regions – by learning from someone that has experienced the same situations, fears and doubts, prospective students are more likely have a go and apply for a programme. As an alternative that has proven to be extremely fruitful, the Alumni Ambassadors will be continued, and possibly expanded, depending on the number of volunteers that agree to take part in it.

The statistics also provide a great insight into the **career paths** the Natolin alumni have followed after their graduation. This will be especially helpful for the College of Europe in Natolin when looking for further ways of strengthening its relations with its alumni, be it through special events, presentations, articles, or other activities on- and off-campus.

In the years ahead, we are looking forward to further fostering and nurturing a global community of **proactive and responsible citizens** who are committed to leave a positive mark in their respective sectors of activity.

In the years ahead, we are looking forward to further fostering and nurturing a global community of proactive and responsible citizens who are committed to leave a positive mark in their respective sectors of activity.

The College of Europe has more than

14,500

alumni from around

50

countries.

25%

of Natolin alumni started their careers in **EU institutions and agencies** over the past decade.

The **5**

leading sectors where Natolin graduates of the past ten promotions work are:

Foreign Policy and International Affairs

11%

Education and Culture

11%

Economy and Finance

9%

Energy and Sustainable Development

8%

Communications/PR

6%



- ↑ Alumni reunions are always touching moments, allowing students to relive wonderful times and rekindle old friendships
- Once a Natolinian, always a Natolinian



DEVELOPMENT: INCREASE AND DIVERSIFICATION OF ACTIVITIES

Taking into account the ever-increasing need for inter-institutional cooperation that embraces universities and research institutes as well as other public or private organizations whose interests and focus coincide with those of the College of Europe in Natolin, the forward-looking development of such links and synergies remains of great importance.

Accordingly, the College of Europe in Natolin initiates, supports and develops co-operation with all private and public stakeholders including in particular higher education institutions, research centres, educational centres, as well as public and private institutions in Europe and beyond. In this sense, the College of Europe in Natolin also identifies new opportunities for obtaining support, including new sources of financing, from individuals, enterprises, non-governmental organisations or public institutions.

As such, the development activities and projects carried out at Natolin predominantly aim to introduce the students and academic staff to **new partners and forms of cooperation**. This outside support provides opportunities to develop their knowledge and skills. Synergies with institutional partners **enhance** students' knowledge and understanding of the EU and its policies, notably the EU enlargement policy, the ENP, and transatlantic cooperation.

Students also benefit from public debates and discussions at development events. In many cases, private meetings are also organised on the sidelines, allowing students to interact with distinguished speakers, clarify lingering questions or gain candid, personal insights into topics discussed earlier in public.

Mainly, however, development events allow the College of Europe in Natolin to become acquainted with new institutional partners (and vice-versa). Students and

academic staff can **share research** or make plans for **joint projects**. Students also gain a valuable opportunity to learn about job openings or make themselves known to possible future employers.

ORGANISATIONAL STAFF AND EVOLUTION

For almost 10 years, development activities at the College of Europe in Natolin were run by the Director responsible for development Ms Ewa Ośniecka-Tamecka aided by staff members of several units of the institution. In 2011, a Development Coordinator was appointed – Ms Małgorzata Śmieszek – who continued in this post until 2013.

In view of the growing number, range, and complexity of projects implemented by the College of Europe in Natolin, but also due to the growing interest in **cooperation with reputable partners** in Europe, the neighbourhood and beyond, in January 2018, a dedicated Development Office was established with Mr Marek Tabor serving as the Head of Office. After 18 months, it was decided to split the experimental and innovative elements of development at Natolin from the management of the expanding range of executive education programmes. Thus in 2019, it was decided to set up a new **Executive Education Office** and a new development and innovation team was set up within the Director General's Office.

In the early years, when experience was lacking and organisational capacity was embryonic, the College of Europe in Natolin was restricted to small development ventures, only gradually **building up the necessary potential**.

From the beginning, however, the College of Europe in Natolin has been a knowledge hub. Its special expertise



- ↑ Diplomas are handed out at the Closing Ceremony of the Warsaw Euro-Atlantic Summer Academy (WEASA)
- Summer schools and other short-term programmes offer boundless networking opportunities at Natolin

- Every year, WEASA welcomes mid-career professionals from the Eastern Partnership and the Western Balkans
- ↓ The ASEF Young Leaders Summit offers a Navigators Training on Ethical Leadership at Natolin



The development activities and projects carried out at Natolin predominantly aim to introduce the students and academic staff to new partners and forms of cooperation. Synergies with institutional partners enhance students' knowledge and understanding of the EU and its policies, notably the EU enlargement policy, the ENP, and transatlantic cooperation.

The College of Europe in Natolin has implemented

16

mobility programmes for its staff (particularly teachers) and students (alumni) as part of the Erasmus+ programme.

165

participants attended the face-to-face sessions of the *E-Platform for Neighbourhood* programme at the Natolin campus, while its e-learning platform reached over

1,200

active users.

The **7th**

edition of WEASA, held in 2019, offered

5

grants allowing participants to finance follow-up projects in their home countries.

regarding not only the EU and its neighbours, but also issues related to Central and Eastern Europe, transformation, and legislative and institutional adjustments to EU membership allowed the campus to start organising **tailored executive education programmes**.

EXECUTIVE EDUCATION

Natolin's executive education programmes are addressed to civil servants from central governments, presidential administrations, parliaments and local authorities, but also to NGO activists, journalists and other professionals, as well as students. The topics discussed have evolved in step **with international developments** and the **educational needs** of partner governments and institutions.

The first such programme was organised in 2003 for a group of European Commission officials, who were acquainted with socio-economic consequences for Poland of the imminent 2004 EU enlargement. It was soon followed by sessions for Ukrainian economists on the regional implications of EU enlargement.

Given its **specialisation and expertise**, Natolin has often focused on partners from Europe's neighbourhoods. In 2008, for the first time, the College received a group of civil servants from countries with EU association agreements: the then F.Y. Republic of Macedonia⁷ and Serbia. In the same year, the College of Europe in Natolin hosted a group of 15 Ukrainian civil servants, who focused on issues related to the implementation of their country's Association and Stabilisation Agreement. The campus also embarked on cooperation with partners from a **new region** – the Caucasus – through an executive education programme for Georgian civil servants from the Office of the State Minister for Integration into the European and Euro-Atlantic Structures. With time, Natolin's executive education offer for the Caucasus has grown to include, for example, sessions for Armenian civil servants and NGO leaders in 2013.

Together with the Diplomatic Academy in Vienna and the Clingendael Institute in The Hague, the College of Europe implemented a training programme for the Polish Presidency Corps – civil servants who in the second half of 2011 implemented the Polish Presidency of the EU Council. The majority of these sessions took place in 2009-2011 at the Natolin campus, with **1,200 participants** in total.

The year 2011 marked another important step in executive education for external partners, when the College organised **a series of sessions** for participants of the 2011/2012 European Diplomatic Programme, which focused on the theme of effective promotion of the European Neighbourhood Policy.

Implementation of EU association agreements, including programming legislative changes and drafting new legislation and regulatory impact assessments, were the topics of a series of executive education programmes in 2014-2015. More than 150 Ukrainian officials involved in the association process, including deputy ministers for European integration, participated in the sessions.

Cooperation with EU institutional partners continued with the introduction, in 2015, of the Member States Information Programme in Natolin. Bilateral programmes were expanded to new regions and assumed **new forms**. In 2015, for example, Natolin conducted training sessions for civil servants working in the Secretariat for European Affairs in Skopje. Also, **face-to-face workshops** on 15 topics for over 160 participants have been organised in the framework of the e-Platform for Neighbourhood project.

In 2016, as part of the 'Policy Advisers Course for Eastern Partners', the College of Europe in Natolin co-organised, on-site, with the OSCE Office for Democratic Institutions and Human Rights in Warsaw and the Global Policy Academy of the School of Public Policy at Central European University in Budapest, a series of **intensive**

⁷ As of 2019, the Republic of North Macedonia.



↑ Executive education programmes at Natolin are open to international participants and are organised on campus or online throughout the year

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Marija Pejčinović Burić (HR)

RAMON LLULL PROMOTION 1994/1995

ELECTED SECRETARY GENERAL OF THE COUNCIL OF EUROPE IN JULY 2019 AFTER A 20-YEAR CAREER AS AN ACADEMIC, MEMBER OF CROATIAN PARLIAMENT, EU EXPERT, AND SENIOR GOVERNMENT OFFICIAL RESPONSIBLE FOR EUROPEAN INTEGRATION. SHE HELPED NEGOTIATE CROATIA'S ASSOCIATION AND MEMBERSHIP AGREEMENTS WITH THE EU, LEADING TO THAT COUNTRY'S ACCESSION TO THE UNION IN 2013. IN 2017-2019, SHE SERVED AS CROATIA'S MINISTER OF FOREIGN AND EUROPEAN AFFAIRS.



The promise of Europe

My time at the College of Europe – where I was a member of the first cohort to study at Natolin – has influenced the course of my entire career. The detailed and rigorous European Studies Programme gave me a strong theoretical understanding of the politics and economics of Europe. Later, I put this to practical effect in a variety of roles relating to Croatia's association and membership negotiations with the EU. Since then I have been a deputy in the Croatian Parliament, Croatia's Deputy Prime Minister and Minister for Foreign and European Affairs, and now Secretary General of the Council of Europe, Europe's leading human rights organisation. The theme underlying these roles has always been the promise of Europe, but the foundation has always been the College of Europe. Time spent there is an investment in the future.

courses for 27 young policy advisers from ENP-East countries.

Ukrainian students twice visited the Natolin campus in 2017-2018 for sessions on **cross-border cooperation**, EU governance, and the implementation of Association Agreements.

Another new area of development activity was further explored through sessions on **ethical leadership**, organised for the first time in July 2018 in cooperation with the Asia Europe Foundation (ASEF). This training was designed for facilitators of working groups and sessions of the Young Leaders Summit, organised alongside the Asia-Europe Meeting (ASEM) in Brussels on 18-19 October 2018. The project **will continue** for future Asia-Europe summits. Also in 2018, more than 30 civil servants from the Western Balkans '6' countries attended executive education programmes organised at Natolin in cooperation with Poland's Ministry of Foreign Affairs.

The year 2019 saw yet another new field form and field of activity of the College of Europe in Natolin, with 'The Katowice Rulebook – What's next' workshop on 12 September 2019 and 'The Coal Regions in transition high-level policy talk' on 13 September 2019. The latter, dubbed '**the Natolin format**' brought together representatives of coal regions from the EU, Ukraine and Western Balkans, as well as representatives of local and central authorities, business and NGOs to discuss the process of just transition from coal.

This was the kick-off for a **long-term project** starting in 2020, allowing for further, more in depth assistance to coal regions from the EU's neighbourhood (and possibly also other regions), implemented in partnership with the European Commission, the World Bank, the European Bank for Reconstruction and Development, the Energy Community Secretariat and the Government of Poland.

THE WARSAW EURO-ATLANTIC SUMMER ACADEMY

The Warsaw Euro-Atlantic Summer Academy (WEASA) shows how the College of Europe in Natolin has strengthened its capacity to develop executive education on a **wide array of topics** for a diversified target audience.

Since its inception in 2013, WEASA has become an **annual summer school**, organised in cooperation with the German Marshall Fund of the United States, the Polish-American Freedom Foundation. WEASA is open to participants from **all walks of professional life**: up-and-coming civil servants, journalists, academics, think-tank analysts, and business executives.

The group of lecturers is also diversified and includes academics, government officials, journalists and, in some cases, former policymakers. Speakers are chosen for their professional abilities and experience. They come from Europe and the United States. In addition to lectures, some speakers hold workshops and '**fireside chats**' – informal discussions with WEASA participants conducted under the Chatham House rules.

The first four editions of WEASA (2013-2016) were open to participants from the Eastern Partnership countries, who worked on themes such as democratic transitions and European integration, labour mobility, and regional development. After the **highly successful results** of the first summer schools, the programme was redirected to countries in the Western Balkans. In 2017, for example, participants were invited from Albania, Bosnia and Herzegovina, Kosovo⁸, the then F.Y. Republic of Macedonia⁹, Montenegro, and Serbia.

As WEASA's geographical scope expanded in recent years, its subject matter has also changed. In view of the growing importance of information technology, artificial intelligence, and machine learning in domestic and

⁸ This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

⁹ As of 2019, the Republic of North Macedonia.

international politics, the decision was taken to focus WEASA on **digital issues** in 2017 and 2018. Increased applications, on-site activity, and positive feedback from participants in both years confirm the appropriateness of this decision.

The year 2018 brought **another innovation** to WEASA: a **micro-grant programme** that let participants apply for financial support from the WEASA organizers to fund follow-up projects in their home countries. The best proposals to receive micro-grants promoted digital literacy among educators or analysed media disinformation about European integration and NATO peacekeeping activities in what is now the Republic of North Macedonia. This new tool was so successful that the number and value of grants grew from 3 grants in 2018, to 5 grants in 2019.

E-LEARNING PROJECTS

Natolin's experience with executive education and its e-learning languages programme encouraged the College to broaden its offer in **blended-learning**. The result was the introduction of two new e-learning programmes in 2015 and 2018, respectively.

E-Platform for Neighbourhood and Journalistic Craft for Neighbourhood

Within the educational modules implemented by the College in recent years, two blended-learning programmes may be particularly underlined, the **E-Platform for Neighbourhood** project, introduced in 2015 and the **Journalistic Craft for Neighbourhood (JCN)** programme (full name of the project: *Developing Knowledge-based Journalism relating to Europe's neighbours, through educational activities delivered by the Natolin campus of the College of Europe*) launched in 2018.

Both programmes are strictly based on digital technologies in education and training area, interactive virtual learning environment (both contents and platforms were aligned under one digital tool), information and

communication technologies and tools for personalizing the education for learners, as well as on the idea of strengthening Europe's unique brand of responsible global leadership. Moreover, both these **free-of-charge instruments** (entirely open to a wide range of stakeholders, including the College's students and outside beneficiaries) were funded by the EU and are devoted to foster quality improvements, innovation excellence and internationalisation at the level of education and training.

The first of the two was specifically addressed to central and local public administrations, academia, think-tanks, and civil society organisations in the ENP-East and ENP-South countries. The project's goal was, *inter alia*, to increase participants' skills and knowledge of the EU and EU-ENP relations, while preparing them to engage in cooperation and integrate more effectively, both in terms of the institutional pattern – educational and social model – with the EU. Ms Judyta Fiedin was nominated as the Team Leader for the *E-Platform for Neighbourhood* project, managing a team of five staff members and coordinating 15 external experts-authors of the e-learning courses. The programme was implemented between January 2015 and March 2017.

To carry out this blended learning project, a unique e-platform was designed and put in place, and **15 compact e-learning courses** (modules) were developed and installed (in 9 languages – English and all the languages of the ENP countries) by an international team of professionals and academics. Ten of these courses covered various EU policies and best practices (e.g. migration policy, protection of human rights, cross-border cooperation, civil society empowerment, EU and development cooperation), and five focused on skills (e.g. cost-benefit analysis, monitoring and evaluation or policy dialogue).

The **165 top performers**, selected on the basis of their activity on the e-platform, were invited to attend **face-to-face sessions in Poland**. This gave participants an opportunity to deepen their knowledge in all 15 thematic workshops, conducted by the authors of the e-learning

courses, and apart from teaching vital skills, providing a networking opportunity for participants to meet counterparts from other countries. Additionally, the programme aimed to promote the development and use of open educational resources, open textbooks (a dedicated virtual library was created), and free and open source educational software.

The *E-Platform for Neighbourhood* was met with **enthusiastic approval** and evaluated very highly by its participants and partnering institutions, according to external evaluation – the overall experience with the E-Learning Platform as such seemed to be positive for over 96 per cent of the participants. It must be noted that, in general, the electronic tool has reached **over 1,200 active users**. It exceeded its targets and was positively audited. This, along with the experience of the Warsaw Euro-Atlantic Summer Academy, has encouraged the College of Europe in Natolin to press forward with blended learning programmes, this time with an e-learning programme for media and media-oriented professionals: *Developing Knowledge-based Journalism on Europe's Neighbours* (using the already developed e-learning platform and expanding its format and content widely).

The implementation of this project commenced in January 2018 under the supervision of Mr Konrad Dziurdzia supported by a dedicated team and will continue until May 2020.

The project's main target group is journalists from the EU and ENP countries, but it is also addressed to a **much wider group**, including students interested in media issues, media educators/researchers, civil society groups and so called civic journalists, think-tanks, news editors and managers, etc.

The goals of the project are, *inter alia*, to strengthen knowledge-based European journalism, European information policy and to improve the capacity of media and media-related entities' representatives to report in a reliable, professional and data-driven fashion on EU-ENP relations and core regional issues, with a strong focus on new technologies, disinformation in media

(especially electronic), cybersecurity, multimedia journalism, open data and investigative journalism, etc., as well as on **human rights protection**, particularly women's rights and gender equality.

Much like in the *E-Platform for Neighbourhood*, the JCN project consists of two parts: e-learning workshops and in-person classes, both completed in 2019. The e-learning workshops allowed participants to learn about the EU and the ENP countries while discovering current trends and challenges the media and media-related environment face in Europe and beyond. In-person classes, on the other hand, taught a set of vital skills (key competences, fostering at the same time employability, socio-educational and personal development), while providing a networking opportunity for participants to meet counterparts from other countries. Moreover, participants were also expected to carry out certain follow-up assignments, such as group research or writing projects, to test their acquired knowledge and help build professional networks with other programme participants. The classes included also a **study visit** to the EU and ENP countries, fostering intercultural dialogue and contributing to raising awareness of the importance of Europe's cultural heritage as well, through education and mobility, discovering Europe.

Both programmes, apart from promoting the idea of blended-learning formula, innovative methods and tools for teaching and training, learning and assessment as drivers of improvements in lifelong learning, the idea of internationalisation, foster at the same time the **civic engagement** and the **European identity** and common European values scheme.

PARTNERS IN THE FRAMEWORK OF THE ERASMUS+ MOBILITY PROGRAMME

Since 2017, the College of Europe in Natolin has been a holder of the **Erasmus Charter for Higher Education (ECHE)** and has pledged to work for a mutually beneficial dialogue between the academic world, civil society, policymakers and the labour market.

In order to join more extensively the European Higher Education Area, upgrade the professional skills of its staff and students, strengthen the internal/external educational capacity-building in the field, the College of Europe in Natolin has developed recently, under the supervision of Mr Konrad Dziurdzia and the ER+ team, an international mobility programme for higher education students and staff.

This involved, *inter alia*, the establishment of **strategic partnerships** and alliances in Europe via the conclusion of a wide range of inter-institutional cooperation agreements with different universities and departments, situated in both the programme and partner countries (for instance, the Université Libre de Bruxelles, the Universität Trier, Sciences Po Aix, the Katholieke Universiteit Leuven, the Ruhr University Bochum or the National University of Kyiv-Mohyla Academy), as well as the network advancement of cooperating employers (business and NGOs), hosting the traineeship projects. The College has already implemented almost **16 mobility programmes** for its staff (particularly teachers) and students (alumni).

LOOKING AHEAD

The Natolin Development Office and its predecessors have evolved and expanded over the years to better respond to student needs and better explain the EU and its neighbourhoods to partner institutions and individuals. **New opportunities and challenges** continue to arise, and the College's future will depend largely on what use is made of them. New topics have been taken up in response to the changing international environment, and new formats have been introduced to make the programmes more attractive and useful to participants. Finally, Natolin's expanding network of contacts and partners is a constant source of new insights, ideas, and experiences that feed back into the core curriculum.

The achievements of Natolin's development programme to date should be regarded as a step towards helping students in their academic endeavours and in the preparation for their professional lives after graduation. To address their needs and live up to their expectations, Natolin will keep looking for **state-of-the-art projects and creative partners** – whether they are found among public institutions, business, or the NGO community.

An important element of the College of Europe in Natolin's development agenda is to advance the path of European integration and closer cooperation with the EU. In the near future, building new projects with countries of the Eastern Partnership and the Western Balkans will be a particular focus. The aim of these projects will be to **assist and advise** these countries on the legislative and institutional adjustments necessary to properly adopt and enforce EU or harmonised legislation and to strengthen their administrative capacities. To achieve this end, Natolin will harness not only its own expertise and potential, but also that of the wider community of EU member states.

In all its development activities, the College of Europe in Natolin will maintain the **highest professional standards**, putting its knowledge and skills at the disposal of the College community and its external partners. All projects will be rigorously subjected to **fact-based evaluation and analysis**. At the same time, the College will continue to attach utmost importance in all of its undertakings to respect for **human rights** and will only agree to work with partners who adhere to this principle.



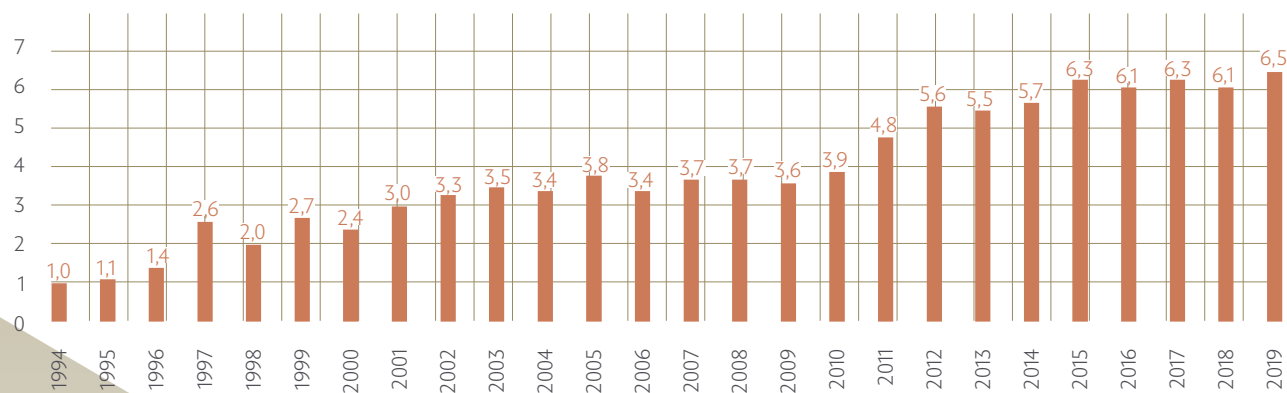
↑ Natolin's various programmes offer great opportunities for discussion on European affairs

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FINANCE: STRONGER FINANCES AND PRUDENT BUDGETING

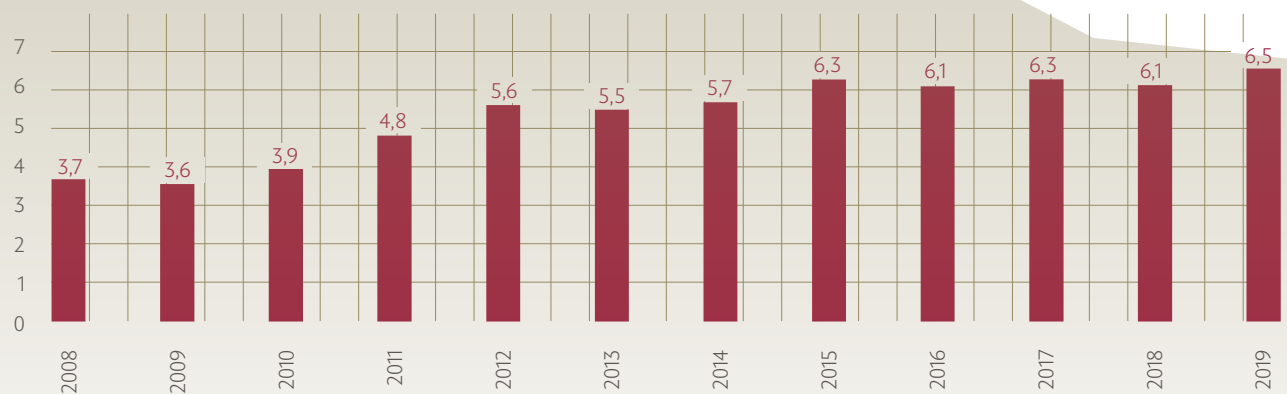
The College of Europe in Natolin **significantly improved** its financial condition in 2008-2019, thanks largely to **prudent budgeting** (see **Figure 30** and **Figure 31**). During this period, a series of steps were taken to improve and stabilise its finances. These included securing new

sources of financing and other income, along with strict measures to optimise costs through modern financial management and controlling methods. Efforts to diversify income resulted, for example, in a significant increase in students' self-financing.



*data in EUR million

Figure 30: Natolin budget 1994-2019 (excluding development projects)
Source: College of Europe in Natolin, internal data.



*data in EUR million

Figure 31: Natolin budget 2008-2019 (excluding development projects)
Source: College of Europe in Natolin, internal data.

Compared with an initial annual budget of EUR 1 million 26 years ago, Natolin’s budget grew from EUR 3.7 million in 2008 to EUR 6.5 million in 2019 (excluding development projects), which means an **increase of 76 per cent (Figure 32)**.

Throughout the period, the rise in total income and expenditures have been commensurate, even as the overall size of the budget almost doubled. In 2018-2019, both income and costs seem to have stabilised at the level of EUR 6.5 million. Revenues and costs were **kept balanced**, and during most years since 2010, a **small surplus** was achieved, which was earmarked in full for statutory activities.

Apart from a temporary reversal of the expansionary trend in 2008-2010, coinciding with a financial and fiscal crisis in Europe, Natolin’s budget has grown steadily. This increase is mainly attributable to:

- Improvement of the quality and breadth of Natolin’s academic programme;
- The establishment of the two Academic Chairs;
- A broadening in scope of development-related activities.

Thanks to support from the European Parliament and the European Commission, two Academic Chairs were added to the College of Europe in Natolin’s permanent faculty: the European Civilization Chair and the European Neighbourhood Policy Chair. This resulted in a significant increase in the College’s annual budget.

EVOLUTION OF BUDGET BALANCE

The College’s total financial result swung from a large deficit in 2008-2009 to a positive result of more than EUR 300,000 in 2010, before settling into a small surplus in 2015-2018. This trend correlates with a **stabilisation of student enrolments** at about 128 per year, substantially above the rather volatile levels before 2011. Changes and expansion of Natolin’s curriculum, including its core EIS programme, the professional skills programme, language teaching, and extracurricular activities have resulted in a larger student enrolment – averaging 128 per year in 2015-2019 versus 92 in 2008-2009.

This suggests that student enrolments have a **significant impact** on the College of Europe in Natolin’s financial condition. The increase in student numbers has been achieved through an **enriched curriculum**, both in academic and career-related terms, and by **carefully**

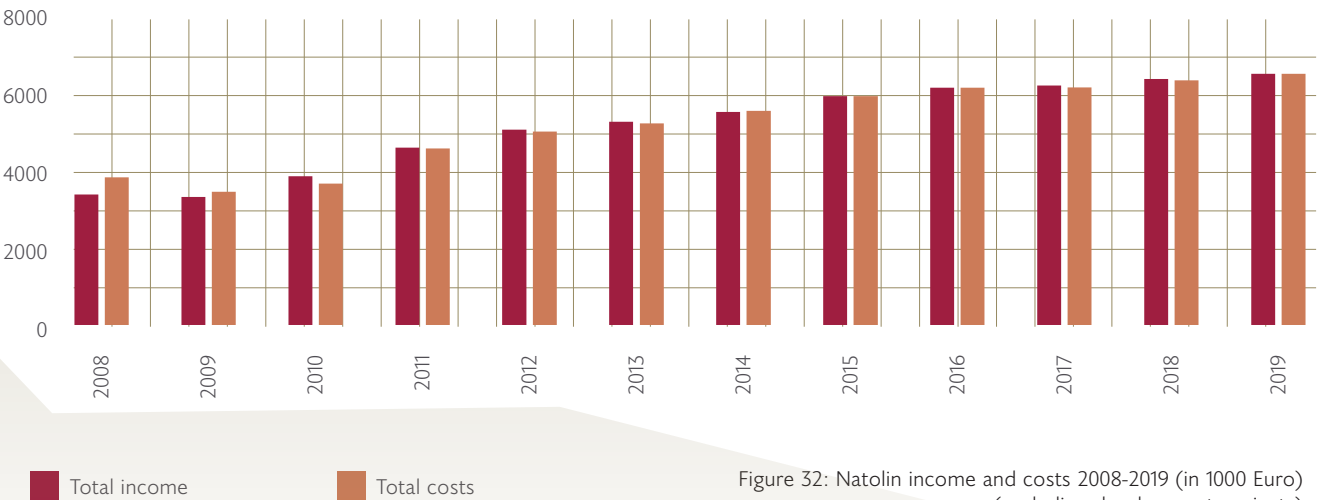


Figure 32: Natolin income and costs 2008-2019 (in 1000 Euro)
(excluding development projects)
Source: College of Europe in Natolin, internal data.

A series of steps were taken to improve and stabilise the finances of the College of Europe in Natolin. These included securing new sources of financing and other income, along with strict measures to optimise costs through modern financial management and controlling methods.

Natolin's budget has increased by

76%

over the past ten years.

The share of **administrative costs declined** from

33%

to about

19%

of the total budget during the past decade. Over the same period, the relative share of the **academic expenditures grew** from

27%

to

42%

in 2019.

targeted recruitment efforts, undertaken by the Communications, Marketing and Recruitment Office.

ACADEMIC INCOME

Financing of the College’s academic activities has been **increasingly dependent** on the European Commission’s Operating Grant. From 2015 onwards, the EC Operating Grant (including the ENP grant) has stabilised at the level of EUR 4.5 million. The second biggest source of academic income is Poland’s **in-kind contribution**. This is valued at a fixed sum of about EUR 1.9 million per year, for the free-of-charge use of the Natolin campus grounds and buildings with 9,327 square meters of office and living space. Poland also makes a **direct financial contribution** by earmarking up to EUR 342,000 annually to support Polish students at Natolin. However, the College’s academic income generated by nationally funded student scholarships has been falling in both relative and absolute terms, with only a slight improvement since 2017. This decline has been offset by students’ own contributions, which accounted for more than **12 per cent** of the total academic income in 2019. This attests to the **growing attractiveness** of Natolin’s programme to prospective students.

In 2015-2016, the implementation of the *E-Platform for Neighbourhood* project brought **additional annual funding** of approximately EUR 1 million. The *e-Journalism* project, which started in 2018, contributes approximately EUR 833,000 to the annual budget. These projects contributed to **record annual budgets** of over EUR 7 million in 2016 and 2019.

The recent fluctuations of the ‘other income’ category stem mainly from a reduction in scholarship funding from foundations and private institutions, subsidies from third countries, and other grants from organisations like the *Organisation Internationale de la Francophonie*. **Unlike its sister campus in Bruges**, the Natolin campus is not a beneficiary of permanent direct contributions from EU member states, with the exception of Poland (EUR 10,000 annually). However, a stable component of this category is Switzerland’s contribution of EUR 12,000 per year.

BUDGET COSTS

At the beginning of the reporting period, in 2009, a deliberate decision was taken to **increase the share** of the total budget expenditure earmarked for academic activities while decreasing the share of administrative costs. As a proportion of the total budget of the College of Europe in Natolin, the share of administrative

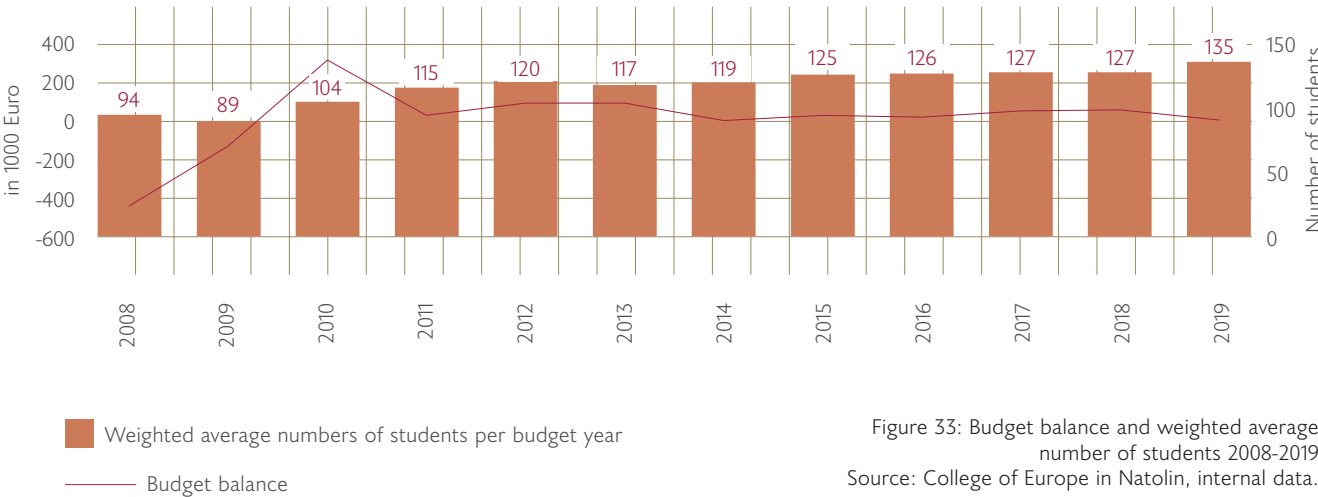


Figure 33: Budget balance and weighted average number of students 2008-2019
Source: College of Europe in Natolin, internal data.

costs over the period declined from an average of over 33 per cent in 2008-2011 to about **19 per cent** in 2017-2019. Over the same period, the relative share of the academic expenditures grew from less than 27 percent to **42 percent** in 2019.

In the past few years, several **cost optimisation measures** have been carried out, which helped balance

revenues and costs, and even led to regular budget surpluses. Currently, further cost reductions would be difficult to achieve and could potentially lower the quality of the academic programme. Therefore, efforts should be focused on searching for ways to **increase revenues** as means of improving the College's financial condition.

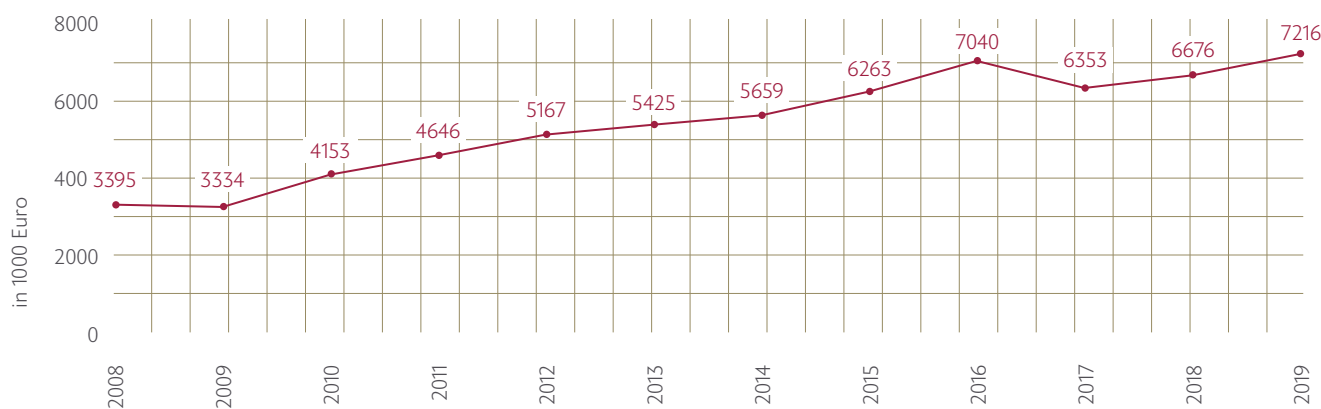


Figure 34: Evolution of total income 2008-2019
Source: College of Europe in Natolin, internal data.

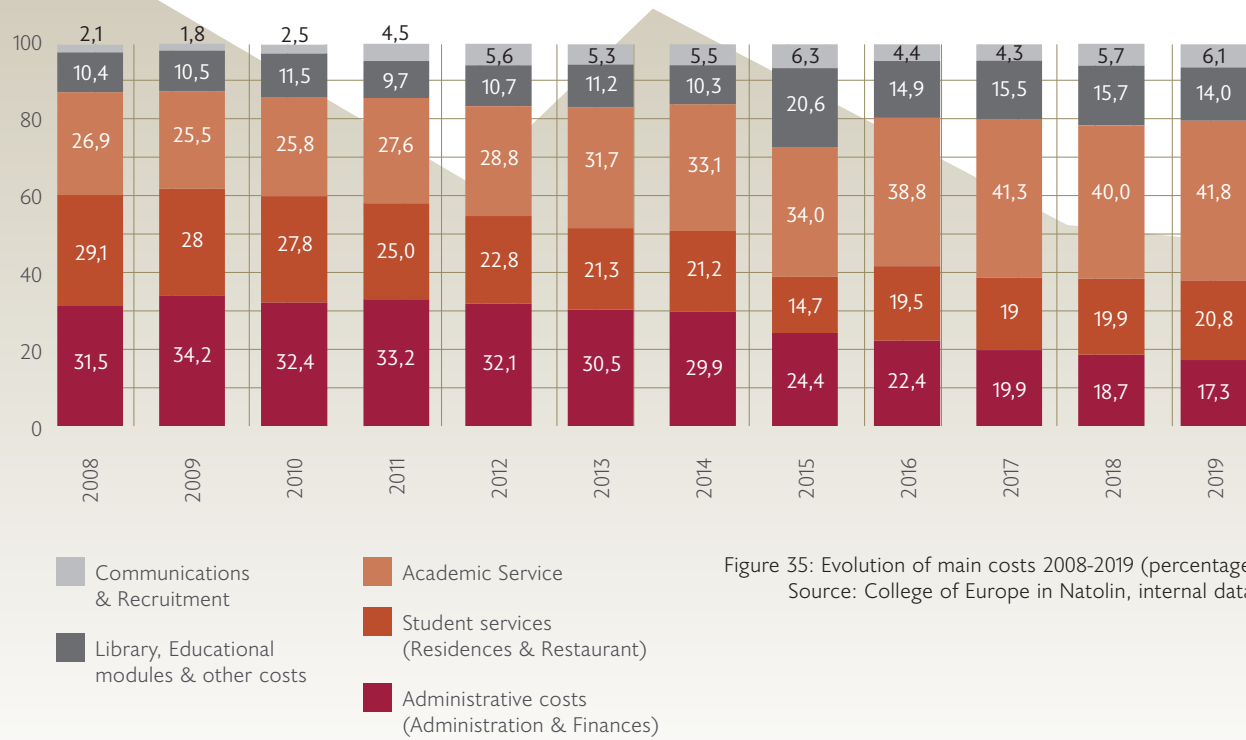


Figure 35: Evolution of main costs 2008-2019 (percentage)
Source: College of Europe in Natolin, internal data.



↑ Students meet at the entrance of Retinger, Natolin's newest residence building

LOOKING AHEAD

The College of Europe in Natolin will **keep strengthening** its academic and career-related offerings to stay competitive in the higher education market and thus attract more high-quality applicants.

The College will endeavour to maintain the **upward trend** of student self-financing. This has become increasingly necessary in the light of the observable decrease

in scholarships granted by EU member states. To this end, the Natolin campus will support communications activities and marketing efforts to promote its special expertise and the EIS programme.

The budget will continue to be **managed prudently**, with the aim of augmenting revenues while keeping costs in check. Diversification of revenue sources will remain a priority.



↑ Social events and special celebrations are part of students' every day life at Natolin

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Alaa Jadallah (PS)

JOHN MAYNARD KEYNES PROMOTION 2016/2017
DEPUTY AMBASSADOR OF PALESTINE TO POLAND

A life-changing opportunity

”

I was working at the Ministry of Foreign Affairs when I first came across the chance to study at the College of Europe. I never intended to study outside my country, but this opportunity seemed to be life-changing, and the Minister of Foreign Affairs, Dr Riyad al-Maliki, was a big advocate. My year at Natolin made me think more broadly and gave me the right environment to learn and develop. It strongly shaped my mindset, made me part of a big alumni family, and formed a cornerstone of my professional life. After my return, I was promoted and posted abroad to serve my beloved country in the land I call my second home – Poland.





4

A QUIET ISLAND OF GREEN IN WARSAW: STATE-OF-ART FACILITIES IN NATOLIN'S HISTORIC PARKLAND

ACTIVITY REPORT
2009-2019



The setting of the College of Europe in Natolin is **truly unique**: not far from the centre of Warsaw yet resembling country estate; surrounded by a residential area with high-rise housing shops, and busy thoroughfares – yet for all that a calm, quiet island of greenery nestled within a bustling city. Situated on a **nature reserve** with an oak forest and wetlands, the Natolin campus offers students a unique opportunity to live close to nature. It is probably **the most beautiful** setting for an institution of higher education in Europe.

THE NATOLIN NATURE RESERVE

The Natolin nature reserve borders the Warsaw districts of Ursynów and Wilanów and encompasses 105 hectares of the 120-hectare Natolin palace grounds and park. The protected area is covered with an old growth oak-hornbeam forest, which in some places transitions into a wetland riparian woodland. Remnants of the vast Masovian primeval forests, which flourished as late as the Middle Ages, have survived in the Natolin reserve. The most valuable stands include, first and foremost, the historic oaks, whose age often exceeds **300 years**. In addition, the reserve contains large numbers of ashes, hornbeams, black alders, and lindens. According to estimates, nearly **1,000 historic trees** can be found in the Natolin forest. Moreover, many years of observation and research have confirmed that the area is home to Masovia's densest population of the middle-spotted woodpecker, along with a considerable quantity of the

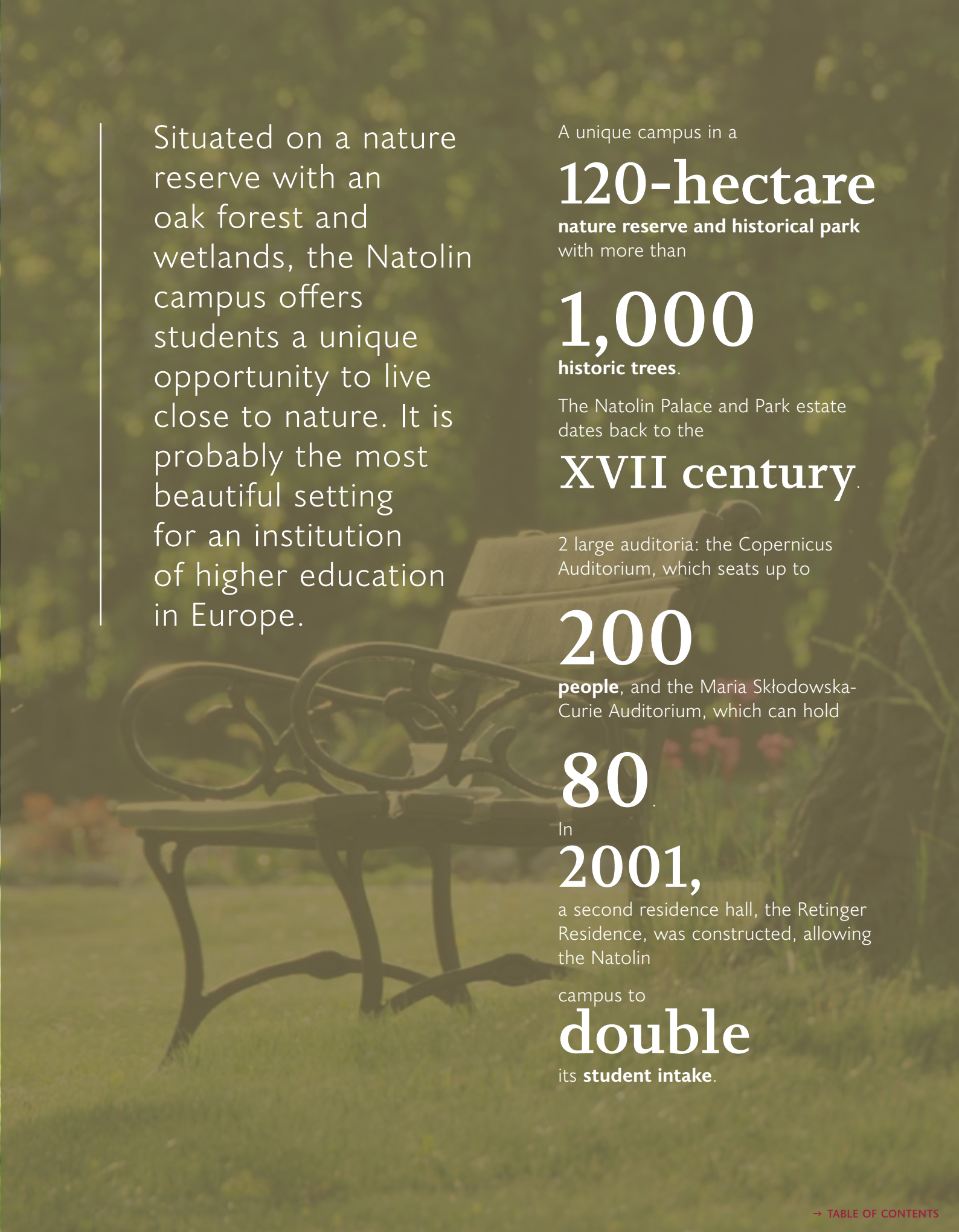
common toad, a protected species. Another distinguishing feature of this nature reserve is the presence of the hermit beetle (*Osmoderma eremite*), a rare and protected species that mostly inhabits old and decaying oak trees.

Due to the presence of rare and protected species, and based on the European Council's Habitats Directive, the Natolin forest has been included in the **European Network of Protected Sites Natura 2000**.

HISTORY OF THE NATOLIN PALACE AND PARK ESTATE

The Natolin nature reserve is situated in the Natolin Palace and Park estate, which dates back to the **XVII century**. It was then that the Polish King Jan Sobieski III, the ruler of the Polish-Lithuanian Commonwealth, used these remnants of the primeval forest as pheasant hunting grounds. Hence, the initial name of this place was 'the Pheasantry' (Bażantarnia). In 1807, the name of the estate was changed to honour the only child of its owners: Natalia Potocka. This was the day when, along with the birth of the heiress to a grand Polish family of the Potockis, **Natolin was born**.

The **Natolin Palace** dates back to 1780, when the then owner of the estate, Prince August Czartoryski, commissioned the architect Szymon Bogumił Zug to design and build a neoclassical summer residence, with a characteristic semi-open viewing reception room (salon oval) facing east. The ceiling of the room, painted by the



Situated on a nature reserve with an oak forest and wetlands, the Natolin campus offers students a unique opportunity to live close to nature. It is probably the most beautiful setting for an institution of higher education in Europe.

A unique campus in a

120-hectare

nature reserve and historical park
with more than

1,000

historic trees.

The Natolin Palace and Park estate
dates back to the

XVII century.

2 large auditoria: the Copernicus
Auditorium, which seats up to

200

people, and the Maria Skłodowska-
Curie Auditorium, which can hold

80

In

2001,

a second residence hall, the Retinger
Residence, was constructed, allowing
the Natolin

campus to

double

its **student intake.**



- ↑ The Natolin Palace is an integral part of the beautiful Natolin campus
- Students live in one of two on-campus residences (Retinger and Włodkowic) or in adjacent villas



- The Natolin Restaurant is an everyday meeting point for Natolin students and staff
- ↓ Natolin has been home to many wild animals since long before the establishment of the College





↑ Over two hundred years old, the Palace is a symbol of Natolin

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renowned Italian artist of that time, Vincenzo Brenna, has **remained untouched** to this day.

In the early 19th century, the palace was **reconstructed** according to the design prepared by Piotr Aigner, another distinguished architect of Polish neo-classicism. Natalia's grandfather, Count Stanislaw Kostka-Potocki, had commissioned this work. At the same time, changes were also introduced in the park where, while retaining the existing tree stand, a new spatial arrangement, characteristic of landscape designs in fashion at that time, was put in place.

The Natolin Palace and Park estate gained its final form between 1821 and 1845, under the ownership of Count Aleksander Potocki, Natalia's father. To honour the memory of his prematurely deceased daughter, Count Potocki erected a statue, whose form was stylised after ancient Etruscan and Roman sarcophagi. The lost in thought, resting figure of Natalia is the work of a well-known sculptor of the time, Ludwik Kaufman. The statue forms part of a **broader landscape composition** that also includes a Moorish gate straddling the park's ravine. Another historic structure stands beneath the escarpment: the Doric Temple modelled on the Poseidon Temple in Paestum, an ancient Greek colony located in Southern Italy. The lower part of the park also hosts picturesque artificial ruins, loosely modelled on the Claudius' aqueduct on Via Appia in Rome. Henryk Marconi, a distinguished Italian architect who spent most of his life in Congress Poland, designed the historic structures.

ADAPTING THE HISTORICAL PARK TO CAMPUS NEEDS

Initially, the challenge of **adapting the Natolin Palace** and estate for a college campus was twofold. The old historical buildings (the Palace, the Stables, the Coach House and the Manor House), being in serious disrepair, had to be **completely renovated** at significant cost. In addition, they had to be adapted for the needs of an educational institution and brought up to **contemporary standards**.

Today, the Stables accommodate the Natolin Library and an auditorium-style lecture hall. The Coach House contains several small seminar rooms and it hosts the Languages and Intercultural Dialogue Office. The Manor House features a small lecture hall as well as administrative offices, including the Finance and Accounting Office and the Executive Education Office.

Secondly, **new buildings** – the Włodkowic Residence, the Restaurant and the Rectorate – had to be designed and built in a style that harmonises with the palace and its surrounding park and outbuildings.

In 2001, a second residence hall, the Retinger Residence, was constructed, allowing the Natolin campus to **double its student intake**.

CAMPUS AND RESIDENCES

Students at the College of Europe in Natolin live in the Włodkowic and Retinger Residences, which have **fully equipped single rooms** with private bathrooms, television, telephone, Wi-Fi, refrigerator and cleaning service. Both residences have laundry facilities for student use. Students may also be accommodated in villas or apartments adjacent to the campus.

The Natolin campus offers students access to a sauna, a fitness room, a game room, several common rooms and computer rooms as well as a football pitch, located just behind the Natolin Library.

The Natolin campus has **two large auditoria** (the Copernicus Auditorium, which seats up to 200 people, and the Marie Skłodowska-Curie Auditorium, which can hold 80) and four smaller lecture halls, including the Paderewski Hall, which seats 55. These facilities allow the College's teaching programme to run smoothly while accommodating special events.



↑ Every autumn, golden leaves cover the entire Natolin campus





↑ The statue of Natalia Potocka was erected in the Natolin Park in the 19th century

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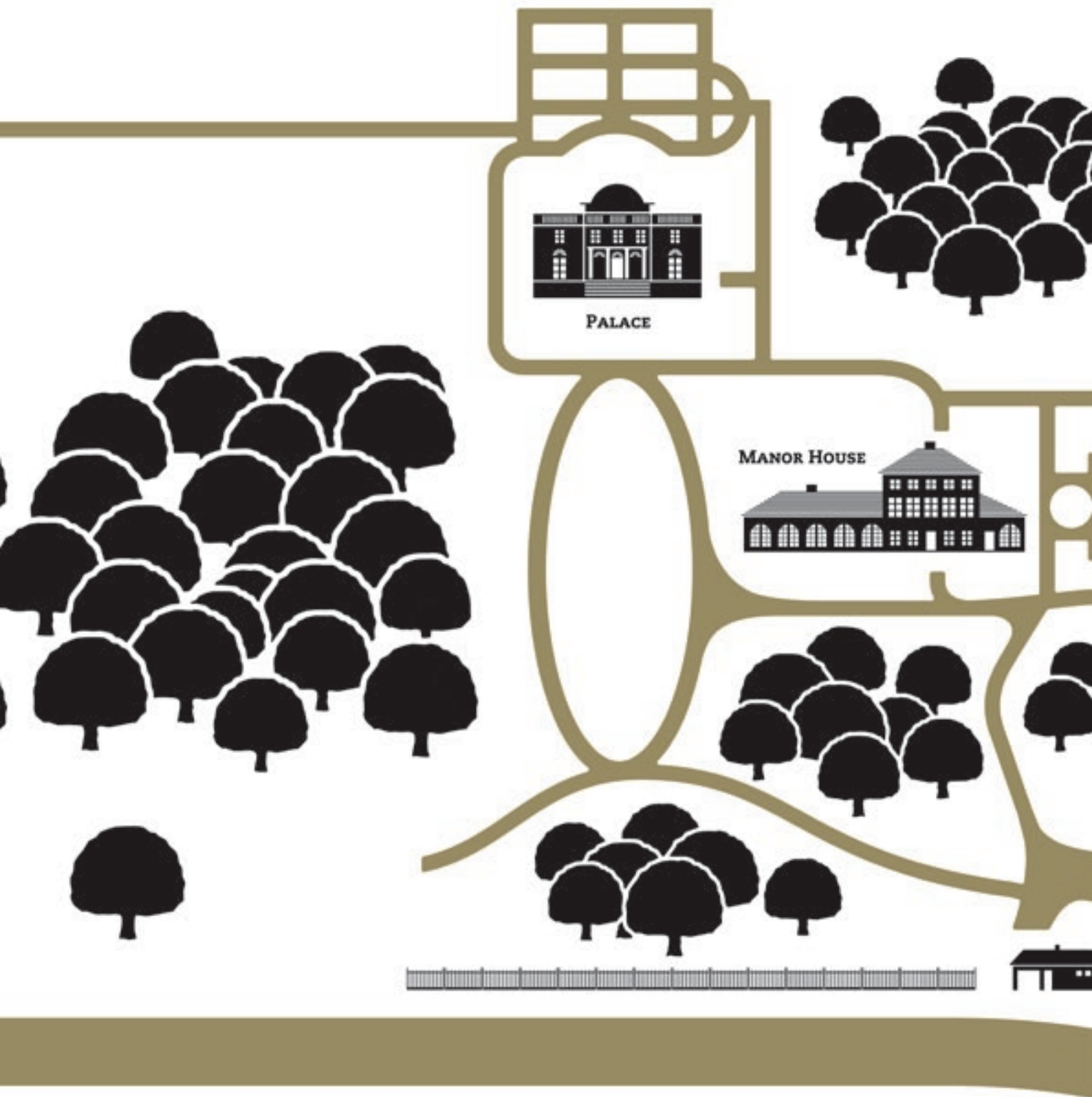


↑ Natolin's oaks, many of which are several hundred years old, even received a special designation

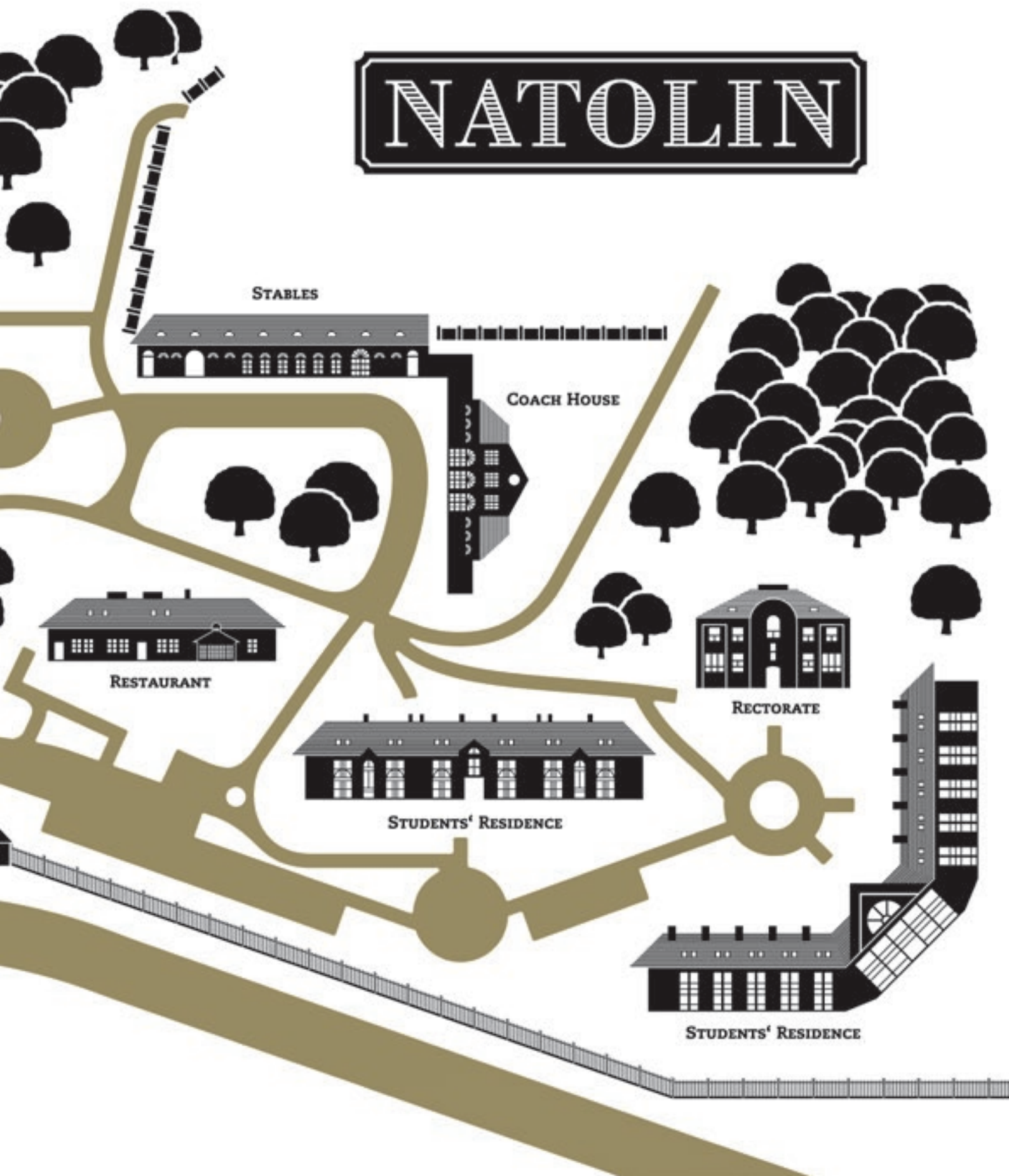








NATOLIN





5

ACKNOWLEDGEMENTS

ACTIVITY REPORT
2009-2019





NATOLIN

The intention of this *Activity Report 2009-2019* is to shed light on the last decade of the College of Europe in Natolin and its growth dynamics, which result from a unique synergic interaction between all of its assets. We hope that the readers of the report share this impression and that its content has helped to illustrate the process. We wish to thank our readers for the time spent on perusing this report.

This decade has seen our academic programme develop in line with the evolution of European and global needs. This development extends to the content of the programme as well as the educational methods: investing in training Natolin's students in the transversal skills for today's job market – and at the same time – allowing for specialisms to be developed in an interdisciplinary fashion; equipping Natolin's graduates with linguistic and intercultural tools to explore the international potential of their newly-acquired skills and insights.

This decade has seen Natolin become a hub of academic excellence in the fields of European Civilization and European Neighbourhood Policy. The Natolin Library has further strengthened its reputation and expanded the size of its impressive collection. The Natolin Nests are increasingly getting recognition of their unique flexibility in widening their agendas and reaching out to various communities and stakeholders to produce a unique personal learning environment.

This decade has also seen the continuous growth and strengthening of the sense of the Natolinian community that lies at the core of the College's legacy. The College has become a large human structure, each promotion is a family, and all these families share their unique experience and look back at Natolin as a lode-star that marks the steady progress of their career and

life paths. By all standards, the College of Europe in Natolin has made an impressive expansion in its vision, offerings, and its impact.

Today, the College of Europe in Natolin is often mentioned alongside some of the top academic institutions worldwide. A dynamic and dedicated international community of staff has devoted many years to making the College of Europe in Natolin what it is now. Through careful and guided adaptation of modern academic tools without losing track of the essential human nature of knowledge transmission, the College has been and will be able to successfully respond to the many challenges that continue to emerge.

Through accurate facts, a range of illustrations, vivid photography and attention to clarity and conciseness, this report tries to encapsulate the most important aspects, events and other phenomena which now serve as milestones in the College's history of development. All these elements help to quantify and qualify the human stories that actually serve as the building blocks of the College's abstract but ever-so-solid foundation – the unique spirit of the Natolinian community.

The College of Europe in Natolin will continue to develop, improve, and evolve. While change may seem inevitable, our institution can only look back for guidance to that which seems unchangeable now – the past. We hope that the Natolinian *esprit de corps* will permeate the present and future efforts undertaken by the College's dedicated staff as we prepare for the next decades of service to future generations of students, academics, and citizens of the world.

We Natolinians





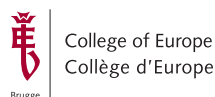
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ANNEXES

ACTIVITY REPORT
2009-2019



ACADEMIC PROGRAMME: ACADEMIC YEAR 2019/2020



European Interdisciplinary Studies:
the Internal and External Dimensions of the European Union

EIS ACADEMIC PROGRAMME

Academic Year 2019/2020

1st semester

Preparatory Courses no ECTS	1	Introduction to Political Science and International Relations (10h), Tobias Schumacher		
	2	Introduction to Law (10h), Peter Van Elsuwege		
	3	Introduction to Economics (10h), Barbara Bobrowicz		
	4	L'Histoire de la Construction européenne (10h), Sylvain Schirmann		
Master's Thesis and Research Methods 20 ECTS	1	Research Methods / Méthodes de recherche (20h), Olivier Lewis (coordinator), Barbara Bobrowicz, Theofanis Exadaktylos, Kerry Longhurst, Jörg Monar, Pascaline Winand		
	2	Master's Thesis		
Compulsory Core Courses 18 ECTS	1	History of European Civilization (20h), Richard Butterwick-Pawlikowski (4 ECTS)		
	2	L'Europe centrale aux XXe et XXIe siècles : histoire, politique, sociétés (10h), Georges Mink (2 ECTS)		
	Pluridisciplinary Track		Interdisciplinary Track	
	1	EU Institutions and Decision-making (20h), Christopher Lord (4 ECTS)	1	State and Economy (20h), Marek Belka (4 ECTS)
	2	The EU Legal Order: Rights, Norms and Values (20h), Peter Van Elsuwege (4 ECTS)	2	Energy in a Globalised World: Economics, Politics and Policies (20h), Giacomo Luciani (4 ECTS)
	3	EU Economic Governance (20h), Benediccta Marzinotto (4 ECTS)	3	Technology and Politics (20h), Kate Coyer (4 ECTS)
Optional Contextual Courses no ECTS	1	La construction d'identités nationales en Europe, XIXe-XXe Siècle (10h), Anne-Marie Thiesse		
	2	Approches de la gouvernance migratoire (10h), Jean-Pierre Cassarino		
	3	Religion and Politics (10h), John Anderson		
	4	Geopolitics (10h), Luiza Bialasiewicz		
	5	Introduction to International Energy Studies (10h), James Henderson		
Workshops no ECTS	1	Communicating Cross Culturally (8h), Paul Kalfadellis		
	2	Policy Analysis: Concepts and Techniques (8h), Olaf Osica		
	3	Les politiques historiques et mémorielles (8h), Georges Mink and Richard Butterwick-Pawlikowski, organized in cooperation with Warsaw Museum(s)		
Simulation Games no ECTS	1	International Negotiations (12h), Eugene B. Kogan		
	2	The Paris Peace Conference of 1919-20 (4h), Richard Butterwick-Pawlikowski		
Study Trips 2 ECTS	Study Trip modules / Voyages d'études (30h), Coordinator: Ewa Ośniecka-Tamecka; Professors: Pascaline Winand, Richard Butterwick-Pawlikowski, Tobias Schumacher & Georges Mink			

Rules for the 1st semester:

Preparatory courses: students admitted with a recommendation to follow preparatory courses at Natolin are automatically registered and are expected to follow them. Other students may also follow preparatory courses. To this end, they ought to submit a reasoned request to the Academic Administration.

Research Methodology is compulsory for all students.

Compulsory Core Courses (CCC): Five (5) CCCs are compulsory for all students. Courses one (1) and two (2) (taught by profs. Butterwick-Pawlikowski and Mink) are both compulsory; all students must take both courses. For the remaining three (3) CCCs, all students are expected to take the Pluridisciplinary Track courses. However, students may replace one, two, or all three courses from this track with a choice of one, two, or three courses from the Interdisciplinary Track provided that they pass entry tests into the disciplines covered by the Pluridisciplinary Track.

Optional Contextual Courses: students are obligated to select two (2) courses from the choice available to them.

Workshops and Simulation Games are optional. There is no limit on the total number of Workshops and Simulation Games that can be taken by the students.

Two Study Trips, one in the first and one in the second semester, are organised in EU member states and neighbouring countries. Participation is obligatory for all students.

Approved by the Academic Council in November 2019





College of Europe
Collège d'Europe



Natolin

European Interdisciplinary Studies:
the Internal and External Dimensions of the European Union

EIS ACADEMIC PROGRAMME

Academic Year 2019/2020

2nd semester

	EU Public Affairs and Policies (EPAP)		The EU in the World (EUW)	The EU and its Neighbours (EUN)	European History and Civilization (EHC)	
Master's Theses Colloquia no ECTS	1	EPAP Research Colloquium, Barbara Bobrowicz & Olivier Lewis	The EU in the World Research Colloquium, Pascaline Winand & Olivier Lewis	EUN Research Colloquium, Tobias Schumacher	History Research Colloquium, Richard Butterwick-Pawlikowski & Georges Mink	
Optional Specialist Courses 4 ECTS each 24 ECTS	1	EU Substantive Law: The four freedoms (20h), Catherine Barnard	The EU's Neighbourhood Policy (20h), Tobias Schumacher		Central and Eastern Europe in the 20th Century (20h), Tomasz Pudlocki	
	2	EU Governance: Theory, Practice and Challenges (20h), Wolfgang Wessels	EU Institutions and EU Foreign-Policy-Making (20h), Pierre Vimont	The Legal Dimension of EU External Relations (20h), Erwan Lannon & Marc Maresceau	Geopolitics and Diplomacy in Europe: from Constantinople to Rome (20h), Richard Butterwick-Pawlikowski	
	3	Justice et affaires intérieures de l'Union européenne (20h), Anne Weyembergh	The European Union and Bi- and Multilateral Diplomacy (20h), Thomas Mayr-Harting	The European Union and Bi- and Multilateral Diplomacy (20h), Thomas Mayr-Harting	Totalitarian Ideologies and Dictatorships in Twentieth-Century Europe (20h), Roger Moorhouse	
	4	EU Competition Policy (20h), Alison Jones & Lucas Peeperkorn	Immigration, Asylum and Border Management in the EU (20h), Sandra Lavenex & Florian Trauner	Cooperation on Migration Governance between the EU and its Neighbourhood (20h), Jean-Pierre Cassarino & Daria Davitti	Russian Ideologies: The Last Two Centuries (from Pushkin and Karamzin to Dugin and Putin) (20h), Andrzej Nowak	
	5	Digital Economy (20h), Mario Mariniello	Perspectives in European and International Security (20h), Florian Kühn	The EU and its Southeastern Neighbours: Accession, Reconciliation, Security (20h), Jovan Teokarevic	Europe and the Global Economy from the Industrial Revolution to the Internet (20h), Youssef Cassis	
	6	The Political Economy of Welfare States in Europe (20h), Marek Góra	Contemporary Russian Foreign Policy and EU-Russia Relations (20h), Derek Averre		History of the Balkans (20h), Mark A. Lewis	
	7	Internal and External Dimensions of the EU Energy Policy (20h), Dirk Buschle				The End of Empire: Decolonization in Asia (20h), Wasana Wongsurawat
	8	EU Trade Policy (20h), Karl Friedrich Falkenberg		EU Energy Governance in the EU's Neighbourhood (20h), Anna Herranz-Surrallés	Maritime History: the Mediterranean and Other Seas (20h), David Abulafia	
	9	EU Environmental and Climate Change Policy in an International Context (20h), Christian Egenhofer & Sebastian Oberthür				Modernity - Technology - Cities (20h), Theodore Weeks
	10	Interest Representation in the EU (20h), Justin Greenwood & Pierre Delalande	Comparative Regionalism and External Perceptions of the EU (20h), Pascaline Winand	The Political Economy of the European Neighbourhood Policy (20h), Christos Kourtellis	Comparative Regionalism and External Perceptions of the EU (20h), Pascaline Winand	
	11	EU Structural and Investment Policies (20h), Dirk Ahner	EU Development Policy and the Politics of International Development (20h), Maurizio Carbone	Minority Issues, Nationalism and Identity Politics in the EU's Neighbourhood (20h), Joshua Castellino & Kathleen Cavanaugh	One (1) course from the other Majors' offer, marked with an asterisk	
	12	EU Macro-economic Policies (20h), Benedicta Marzinotto	Transatlantic Relations (20h), Stefan Fröhlich	Revolution, Democracy and Authoritarianism in the EU's Neighbourhood (20h), Thomas Demmelhuber & Katarzyna Wolczuk *		
	13		Asia-EU Relations: Opportunities and Challenges (20h), Shada Islam	Church-State Relations and the Role of Religious Movements in the EU's Neighbourhood / Les relations Eglises-Etat et le rôle des mouvements religieux dans les pays voisins de l'Union européenne (20h), Kathy Rousselet & Naveed Sheikh *		
	14	One (1) course from the list of European History and Civilization Major courses				
Compact Seminars no ECTS	1	La réglementation des marchés en ligne (10h), Beatrice Dumont & Peter Holmes	Digital Transatlantic Rift (8h), Peter Chase	The United States in the EU's Neighbourhood (8h), Giles Scott-Smith	Les indépendances africaines (8h), Elikia M'Bokolo	
	2	Regulatory Framework of Energy Markets (8h), Andrea Bonzanni	The EU, International Energy Security and Security Cooperation in the Asia-Pacific (8h), Frank Umbach	The EU, Russia and the Adjacent Neighbourhood: power, performance, and perceptions (8h), Andriy Tyushka		
	3	Policy Toolbox: Assessing Macroeconomic and Regulatory Risks in the Global Economy (8h), David Luff & Paul Baker		The EU and State-building in the Southern Neighbourhood (8h), Dimitris Bouris		
	4	The role of the European Council (8h), Herman Van Rompuy		Regional Security in the South Caucasus (8h), Richard Giragosian		
	5	Crimes against Humanity and International Justice (8h), Mark A. Lewis				
	6		Turkey in Europe: Identity, Politics, Security (8h), Mustafa Aydin			
	7		Terrorism and Hybrid Warfare (8h), Tomas Jermalavičius			
	8		Coopération au développement et aide humanitaire (8h), Thierry Béchet	The EU, its Neighbourhood and the Politics of Recognition (8h), Emile Badarin		
	9		Les politiques internationales publiques en Afrique subsaharienne: regards critiques (8h), Véronique Dimier			

Masterclasses no ECTS		Coordinator: Richard Butterwick-Pawlikowski		
	1	Révoltes et révolutions (8h), Michel Dobry		
	2	Liberalism (8h), João Carlos Espada		
	3	From the Greek Agora to the Ukrainian Euromaidan: the History of Ideas of Democracy in Europe (8h), Marek Aleksander Cichocki		
Workshops no ECTS	1	Public Diplomacy (8h), Rafał Wiśniewski		
	2	Strategic Communication in a Digital Age (8h), Anneli Kimber		
	3	Following the Digital Breadcrumbs: Open Sources and Online Investigation (8h), Christiaan Triebert		
	4	European Energy Diplomacy (8h), Václav Bartuška		
	5	Antitrust Issues in Music Online Distribution (8h), José Rivas		The Practices of Project Management in the EU's Foreign Policy in the Neighbourhood (10h), Michał Naturski
Simulation Games no ECTS	1	International Climate Negotiations (10h), Christian Egenhofer & Sebastian Oberthür		
	2	EU Energy Policy-Making in Practice: The Case of Nord Stream 2 (8h), Thomas Mayr-Harting & Szymon Polak		
	3	EU Decision-making and Interest Representation in Practice / Le processus décisionnel de l'Union européenne et la représentation d'intérêts (8h), Vicky Marissen	Digital Diplomacy (8h), Andy Carvin	EU Foreign Policy-Making in Times of Conflict in the EU's Neighbourhood (6h), Tobias Schumacher
Cooperation with External Partners no ECTS	1		Introduction to International Humanitarian Law (within the framework of a seminar organized with the International Committee of the Red Cross, Geneva - open to external participants) (17h), Elżbieta Mikos-Skuza	Workshops in history organized in cooperation with the Max Weber programme of the European University Institute
Study Trips 2 ECTS	Study Trip modules / Voyages d'études (30h), Coordinator: Ewa Ośniecka-Tamecka; Professors: Pascaline Winand, Richard Butterwick-Pawlikowski, Tobias Schumacher & Georges Mink			
Languages	The Natolin Language Service of the College of Europe offers all students the possibility to improve their oral and written language skills in French, English, German, Spanish, Italian, Polish, Arabic (cultural and linguistic workshop) and Russian.			

Rules for the 2nd semester:

Master's Theses Colloquia (MTC) are optional. Once a student voluntarily registers to the MTC of their choice, their attendance becomes compulsory.

Students select a total of six (6) Optional Specialist Courses from the list of specialist courses available in their chosen Major. For the selection of these 6 courses, the following rules apply:

- Students of the EPAP, EUW and EUN Majors need to select one (1) course from the list of EHC specialist courses;
- Students of the EHC Major can select one (1) course from the list of specialist courses available to them from the EUN Major. These courses are marked with an asterisk (*).

Masterclasses are optional. They are based on readings and discussion. Students choose on a voluntary basis to follow any or all of the Masterclasses offered to them.

Students can select a maximum of two (2) Compact Seminars from the list available in the second semester.

Students can select a maximum of two (2) Workshops from the list available in the second semester.

Students can select a maximum of two (2) Simulation Games from the list available in the second semester.

Two Study Trips, one in the first and one in the second semester, are organised in EU member states and neighbouring countries. Participation is obligatory for all students.

Color	Categorization
	Academic methodology elements
	Compulsory elements
	Optional elements with compulsory choice - assessed
	Optional elements - non-assessed - academic
	Optional elements - non-assessed - skills-oriented
	Optional elements - non-assessed - skills-oriented
	Optional elements - non-assessed - external
	Study Trips

Elements of the academic programme
Master's Thesis and Research Methodology, Master's Theses Colloquia
Compulsory Core Courses
Optional Contextual Courses, Optional Specialist Courses
Compact Seminars, Masterclasses
Simulation Games
Workshops
Cooperation with External Partners
Study Trips

Approved by the Academic Council in November 2019

STUDY TRIPS: ACADEMIC YEARS 2008/2009 – 2019/2020

Academic Year 2008/2009

12-20/10/2008	"EU and Turkey: understanding each other" , Study Trip to Turkey (Istanbul)
7-15/10/2008	Study Trip to Ukraine (Kyiv and Lviv)
8-15/10/2008	Study Trip to Belgium (Brussels and Bruges)

Academic Year 2009/2010

4-11/10/2009	"The Long and Winding Road of Turkish Accession to the EU" , Study Trip to Turkey (Istanbul)
7-14/03/2010	Study Trip to Ukraine (Kyiv and Lviv)
7-14/03/2010	"The European Union after the entry into force of the Lisbon Treaty" , Study Trip to Belgium (Brussels) and Luxembourg (Luxembourg)

Academic Year 2010/2011

24-28/10/2010	"Turkey-EU Relations after the Turkish Constitutional Referendum" , Study Trip to Turkey (Istanbul)
13-20/03/2011	"Ukraine: Neighbourhood Policies as an Efficient Tool to Foster Reform" , Study Trip to Ukraine (Kyiv and Lviv)
27/02 – 4/03/2011	"EU External Policies under the Lisbon Treaty" , Study Trip to Belgium (Brussels)
27/02 – 04/03/2011	"European Governance and the Economic Crisis – Political, legal and economic challenges" , Study Trip to Belgium (Brussels) and Luxembourg (Luxembourg)

Academic Year 2011/2012

23-27/10/2011	Study Trip to Turkey (Istanbul)
11-17/03/2012	"Ukraine and the EU – Understanding the Past and Mapping the Future" , Study Trip to Ukraine (Kyiv and Lviv)
12-16/03/2012	"Facing the Future: The EU and the Global Challenges" , Study Trip to Belgium (Brussels and Bruges)
12-16/03/2012	"The EU in 2012 – Overcoming the Crisis?" , Study Trip to Belgium (Brussels and Bruges)

Academic Year 2012/2013

31/10 – 4/11/2012	"Beating Its Own Path – Turkey as an Independent Regional Power?" , Study Trip to Turkey (Istanbul)
3-9/03/2013	"Understanding Ukraine: Society on the Road towards the European Union?" , Study Trip to Ukraine (Kyiv and Lviv)
4-9/03/2013	"The European Union: Back on track and steering towards new horizons?" , Study Trip to Belgium (Brussels)

Academic Year 2013/2014

20-26/10/2013	"Discovering the Baltic States: One Region, Three Stories" , Study Trip to Lithuania (Kaunas, Vilnius, Trakai), Latvia (Riga), and Estonia (Tartu, Tallinn)
17-23/03/2014	"The Remaking of Georgia in the EU's Eastern Neighbourhood" , Study Trip to Georgia (Tbilisi)
16-22/03/2014	"Out there: the European Union's Worldwide Engagement" , Study Trip to Belgium (Brussels and Bruges)
16-22/03/2014	"Let's Talk Democracy: The EU and its citizens in the context of economic governance reforms" , Study Trip to Germany (Frankfurt) and Belgium (Brussels and Bruges)
16-22/03/2014	"The Internal Market and the Citizens" , Study Trip to Belgium (Brussels) and Luxembourg (Luxembourg)

Academic Year 2014/2015

19-25/10/2014	"The Baltic States: Internal Changes, External Challenges" , Study Trip to Lithuania (Kaunas, Vilnius), Latvia (Riga), and Estonia (Tartu, Tallinn)
15-20/03/2015	"A new start for Europe? EU's revamped attempts to bring prosperity back to European citizens" , Study Trip to Germany (Frankfurt) and Belgium (Brussels and Bruges)
14-21/03/2015	"Georgia & Armenia: Contrasting Approaches to Integration" , Study Trip to Georgia (Tbilisi) and Armenia (Yerevan)
15-19/03/2015	Study Trip to Tunisia (Tunis)
14-22/03/2015	"Neighbourhood – Quo Vadis? Transformations, Borders and Barriers on the long Journey towards the European Union" , Study Trip to Ukraine (Lviv, Kyiv, Odesa) and Moldova (Tiraspol, Chisinau)

Academic Year 2015/2016

4-11/10/2015	"European solidarities – Baltic perspectives" , Study Trip to Lithuania (Vilnius), Estonia (Tallinn), and Latvia (Riga)
6-12/03/2016	"Power of the People: Remapping Democracy amid the challenges of Migration, Governance and Geopolitics in Greece, Serbia and Hungary" , Study Trip to Greece (Athens), Serbia (Belgrade), and Hungary (Budapest)
5-12/03/2016	"Georgia & Armenia: The Quest for Statehood" , Study Trip to Georgia (Tbilisi) and Armenia (Yerevan)
6-13/03/2016	"European Civilisation – European Citizenship" , Study Trip to Ukraine (Odesa, Kyiv and Lviv)

Academic Year 2016/2017

16-22/10/2016	"Against all odds: Transformation in a time of war" , Study Trip to Ukraine (Kyiv and Lviv)
19-26/03/2017	"The Baltic and European (In-)Security Dilemmas" , Study Trip to Russia (Kaliningrad), Estonia (Tallinn and Tartu), and Latvia (Riga)
19-26/03/2017	"Central European Alternatives? Past, Present and Future in the Visegrád Countries" , Study Trip to Czechia (Prague), Slovakia (Bratislava), and Hungary (Budapest, Visegrád)
19-24/03/2017	"The EU's quest for (renewed) legitimacy" , Study Trip to Belgium (Brussels and Bruges) and Luxembourg (Luxembourg)
18-25/03/2017	"The Multi-faceted Dimensions of (In-) Security in Armenia & Georgia" , Study Trip to Armenia (Yerevan) and Georgia (Tbilisi)

Academic Year 2017/2018

1-6/10/2017	"Ukraine: Revolution, War, and Reform" , Study Trip to Ukraine (Kyiv and Lviv)
9-15/04/2018	"The Challenge of Coping with Complexity, Insecurity, and External Influences: Whither the South Caucasus?" , Study Trip to Georgia (Tbilisi) and Armenia (Yerevan)
9-15/04/2018	"A Post-War Reconciliation? The Western Balkans On The Way To The EU" , Study Trip to Serbia (Belgrade), Kosovo ¹⁰ (Pristina), and North Macedonia (Skopje)
9-13/04/2018	"The EU in crisis: managing instability, seeking opportunity" , Study Trip to Belgium (Brussels) and Luxembourg (Luxembourg)
9-15/04/2018	"After Hybridity: Rhetoric and reality of Baltic and European defence and security" , Study Trip to Estonia (Tallinn, Tartu), Latvia (Riga), Russia (Kaliningrad), and Lithuania (Vilnius)

Academic Year 2018/2019

23-28/09/2018	"After the Euromaidan: Social Expectations, War and Reforms" , Study Trip to Ukraine (Kyiv and Lviv)
7-13/04/2019	"After Hybridity: Rhetoric and reality of Baltic and European defence and security" , Study Trip to Lithuania (Vilnius), Latvia (Riga), Estonia (Tartu, Tallinn), and Finland (Helsinki)
7-12/04/2019	"Ever closer or growing apart? The European project at crossroads" , Study Trip to Belgium (Brussels) and Luxembourg (Luxembourg)
7-13/04/2019	"The Rocky Road to Europe: Reconciliation, Reforms and Regional Cooperation in the Western Balkans" , Study Trip to Croatia (Zagreb), Serbia (Belgrade), and Bosnia and Herzegovina (Sarajevo, Mostar)
6-13/04/2019	"Continuity and Change: Revolutions and Reforms in Georgia and Armenia" , Study Trip to Georgia (Tbilisi) and Armenia (Yerevan)
7-12/04/2019	"Tunisia: Beyond Clichés" , Study Trip to Tunisia (Tunis)

Academic Year 2019/2020 (projected)

21-27/09/2019	"Galicia – a laboratory of myths" , Study Trip to Poland (Kraków) and Ukraine (Lviv)
21-27/09/2019	"Security, Society and Economy in Contemporary Ukraine" , Study Trip to Ukraine (Kyiv and Lviv)
29/03 – 4/04/2020	"Hybrid security challenges in the Wider Baltic Region" , Study Trip to Lithuania (Vilnius), Latvia (Riga), Estonia (Tartu, Tallinn), and Finland (Helsinki)
29/03 – 3/04/2020	"Transforming Societies: Managing Digital and Climate Transitions in Europe and beyond" , Study Trip to Belgium (Brussels), France (Strasbourg), and Luxembourg (Luxembourg)
29/03 – 4/04/2020	"Dealing with the past, consolidating democracy and the EU membership perspective in the Western Balkans" , Study Trip to Serbia (Belgrade), Bosnia and Herzegovina (Sarajevo and Mostar), Montenegro (Podgorica and Kotor), and Croatia (Dubrovnik)
30/03 – 3/04/2020	"Jordan's domestic and regional challenges after the Arab Spring" , Study Trip to Jordan (Amman, Jerash)

¹⁰ This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence

NATOLIN FACULTY: ACADEMIC YEAR 2019/2020

As approved by the Academic Council of the College of Europe:

1. David ABULAFIA (UK), Cambridge University
2. Dirk AHNER (DE), Former Director General of the European Commission for European regional and urban development
3. John ANDERSON (UK), University of St Andrews
4. Derek AVERRE (UK), University of Birmingham
5. Mustafa AYDIN (TR), Kadir Has University
6. Emile BADARIN (PS), College of Europe, Natolin campus
7. Paul BAKER (UK), University of Barcelona and International Economics Ltd.
8. Catherine BARNARD (UK), University of Cambridge
9. Václav BARTUŠKA (CZ), Ministry of Foreign Affairs of the Czech Republic
10. Thierry BÉCHET (BE), European External Action Service
11. Marek BELKA (PL), European Parliament
12. Luiza BIALASIEWICZ (NL), University of Amsterdam
13. Barbara BOBROWICZ (PL), College of Europe, Natolin campus
14. Andrea BONZANNI (IT), EDF Trading (London) and Sciences Po
15. Dimitris BOURIS (GR), University of Amsterdam
16. Dirk BUSCHLE (DE), European Energy Policy, College of Europe, Bruges campus, and Energy Community Secretariat
17. Richard BUTTERWICK-PAWLIKOWSKI (UK), College of Europe, Natolin campus
18. Maurizio CARBONE (IT), University of Glasgow
19. Andy CARVIN (US), Atlantic Council's Digital Forensic Research Lab
20. Jean-Pierre CASSARINO (FR), University of Marseille
21. Youssef CASSIS (CH), European University Institute
22. Joshua CASTELLINO (IN), Middlesex University and Irish Centre for Human Rights
23. Kathleen Anne CAVANAUGH (IE), Irish Centre for Human Rights (ICHR), National University of Ireland, Galway
24. Peter CHASE (US), German Marshall Fund of the United States
25. Marek CICHOCKI (PL), Natolin European Centre and Institute of Applied Social Sciences of the Warsaw University
26. Kate COYER (US), Central European University
27. Daria DAVITTI (IT), Lund University
28. Pierre DELALANDE (FR), Directeur de Cabinet du PDG de SNCF
29. Thomas DEMMELHUBER (DE), Friedrich-Alexander-University, Erlangen-Nürnberg
30. Véronique DIMIER (FR), Université Libre de Bruxelles (ULB)
31. Michel DOBRY (FR), Université Paris I
32. Beatrice DUMONT (FR), College of Europe, Bruges campus

33. Christian EGENHOFER (DE), CPMC SPRL
34. João Carlos ESPADA (PT), Institute for Political Studies at the Catholic University of Portugal
35. Theofanis EXADAKTYLOS (GR), University of Surrey
36. Karl Friedrich FALKENBERG (DE), Former Deputy Director General, DG External Trade, European Commission
37. Sabine FREIZER (BE), UN Women
38. Stefan FRÖHLICH (DE), University of Erlangen-Nürnberg
39. Richard GIRAGOSIAN (US), Director, Regional Studies Center (RSC)
40. Marek GÓRA (PL), Warsaw School of Economics
41. Justin GREENWOOD (UK), Robert Gordon University
42. James HENDERSON (UK), Oxford Institute for Energy Studies
43. Anna HERRANZ-SURRALLÉS (ES), Maastricht University
44. Peter HOLMES (UK), University of Sussex
45. Shada ISLAM (PK), Director for Europe and Geopolitics at Friends of Europe
46. Tomas JERMALAVIČIUS (LT), International Centre for Defence and Security (ICDS)
47. Paul KALFADELLIS (AU), Monash University, Melbourne, Australia
48. Irene Alison KEEN (JONES) (UK), King's College London
49. Anneli KIMBER (EE), Strategic Communications Division of the European External Action Service
50. Eugene B. KOGAN (RU), Harvard University
51. Christos KOURTELIS (GR), Loughborough University
52. Florian KÜHN (DE), Käte Hamburger Kolleg and Centre for Global Cooperation Research
53. Erwan LANNON (BE), University of Ghent
54. Sandra LAVENEX (CH), University of Geneva
55. Mark A. LEWIS (US), City University of New York
56. Olivier LEWIS (US), College of Europe, Natolin campus
57. Kerry LONGHURST (UK), Collegium Civitas, Warsaw
58. Christopher LORD (UK), The Centre for European Studies, University of Oslo
59. Giacomo LUCIANI (IT), Graduate Institute of International and Development Studies
60. David LUFF (BE), Brussels Bar
61. Marc MARESCEAU (RO), Ghent European Law Institute, Ghent University
62. Mario MARINIELLO (IT), European Commission
63. Vicky MARISSSEN (BE), Partner at EPPA
64. Benedicta MARZINOTTO (IT), University of Udine and European University Institute
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97. Pascaline WINAND (BE), College of Europe, Natolin campus
98. Rafał WIŚNIEWSKI (PL), College of Europe, Natolin campus
99. Katarzyna WOLCZUK (PL), University of Birmingham
100. Wasana WONGSURAWAT (TH), Chulalongkorn University

MAJOR EVENTS: ACADEMIC YEARS 2008/2009 – 2019/2020

Academic Year 2008/2009

01/10/2008	Official Opening of the Academic Year 2008/2009, Marcus Aurelius Promotion, with Guest of Honour Mr Hans-Gert Pöttering, President of the European Parliament
26/11/2008	High-level visit of Mr Gordan Jandrokovic, Minister of Foreign Affairs of Croatia . Keynote speech: "The experiences of the Republic of Croatia in the negotiations on the accession to the European Union"
24-25/03/2009	The third EU Internal Market Symposium
23/04/2009	Conference entitled " Marcus Aurelius: political theory and political practice " in cooperation with the Collegium Artes Liberales, University of Warsaw and the Teologia Polityczna Annual Review
28/04/2009	Special lecture by Mr Dirk Ahner , Director General, DG Regional Policy, European Commission, on "Regional Policy of the European Union in the context of the Social and Economic cohesion"
13/05/2009	High-level visit by Ms Maria Asenius, Swedish State Secretary of European Union Affairs
17/06/2009	Closing Ceremony with the special participation of alumnus Mr Carsten Bermig

Academic Year 2009/2010

7/12/2009	Official Opening of the Academic Year 2009/2010, Charles Darwin Promotion, with Guest of Honour Mr Toomas Hendrik Ilves, President of the Republic of Estonia
11/02/2010	Conference " The EU after Copenhagen: Only leadership lost? "
1/03/2010	High-level visit of Ms Odile Quintin, Director General DG Education and Culture of the European Commission
19/03/2010	Conference " EU Policies towards Belarus: Results and Perspectives "
31/03/2010	High-level visit of Mr Egemen Bağış , Minister for EU Affairs and Chief Negotiator of Turkey with the European Union. Keynote speech: "Turkish Membership: Win Case for Turkey, Europe and Beyond"
22/04/2010	High-level visit of Mr Ilkka Laitinen, Executive Director of Frontex

Academic Year 2010/2011

6/12/2010	Official Opening of the Academic Year 2010/2011, Albert Einstein Promotion, with Guest of Honour Mr Štefan Füle, European Commissioner for Enlargement and European Neighbourhood Policy
07/03/2011	High-level visit of Mr Kris Peeters, Minister-President of the Flemish Government . Keynote speech: "Flanders in Europe: Do we need more or less Europe?"
06/06/2011	High-level visit of Mr Abdullah Gül, President of the Republic of Turkey . Keynote speech: "Turkey's Vision with Regard to the Future Europe"
07/06/2011	High-level visit of Ms Jozefina Topalli, Chairwoman of the Parliament of Albania
16/06/2011	Closing Ceremony with Guest of Honour Mr Jerzy Buzek, President of the European Parliament

Academic Year 2011/2012

26/09/2011	High-level visit of Ms Androulla Vassiliou, European Commissioner for Education, Culture, Multilingualism, Youth and Sport . Keynote speech: "Challenges for Europe in the field of education and culture"
29/09/2011	Official Opening of the Academic Year 2011/2012, Maria Skłodowska-Curie Promotion, with Guest of Honour Mr José Manuel Barroso, President of the European Commission
09/11/2011	Conference "Federalism a Way for Europe" in cooperation with the Swiss Embassy and with special participation of the former President of Switzerland Mr Arnold Koller
10/02/2012	Conference " The EU and the Eastern Neighbourhood: the Challenge of Democratisation "
14/06/2012	Closing Ceremony with Guest of Honour Ms Marija Pejcinović-Burić, former Minister of the European Integration of Croatia . Keynote speech: "Enlarge the Enlarged Europe"

Academic Year 2012/2013

01/10/2012	Weimar Triangle Meeting. Meeting of the Ministers for European Affairs: Mr Piotr Serafin, Secretary of State for European Affairs of Poland; Mr Michael Link, Minister of State of Germany, and Mr Bernard Cazeneuve, Minister for European Affairs of France
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29/10/2012	Official Opening of the Academic Year 2012/2013, Václav Havel Promotion, with Guest of Honour Mr Vladimir Filat, Prime Minister of the Republic of Moldova
05/02/2013	High-level visit of Mr Alexander Stubb, Minister for European Affairs and Foreign Trade of Finland . Keynote speech: "The future of the EU: is south-north the new east-west?"
12/04/2013	High-level visit of Mr Mikheil Saakashvili, President of Georgia . Keynote speech: "The difficult path towards a Europe whole and free: Eastern Europe and Georgia at a crossroads"
22/04/2013	Lecture by Mr Ikka Laitinen , Executive Director of Frontex, on "Frontex's role and responsibility"
20/06/2013	Closing Ceremony with Guest of Honour Mr Ivo Josipović, President of Croatia . Keynote speech: "Croatia and the EU: Facing new challenges"
14-28/07/2013	High-level visit of Mr Günter Verheugen, former European Commissioner for Enlargement , in the framework of the Warsaw Euro-Atlantic Summer Academy (WEASA). Keynote speech: "Systemic Transformations and European Integration"

Academic Year 2013/2014

16/10/2013	Official Opening of the Academic Year 2013/2014, Voltaire Promotion, with Guest of Honour Mr Bronisław Komorowski, President of the Republic of Poland
04/11/2013	High-level visit of Mr Thierry Repentin, Minister for EU Affairs of France . Keynote speech: "L'avenir de l'Europe"
11/04/2014	High-level visit of Mr Iulian Groza, Deputy Minister of Foreign Affairs and European Integration of the Republic of Moldova . Keynote speech: "Moldova's European integration prospects, participation in the Eastern Partnership, and the current geopolitical situation in Eastern Europe"
14/04/2014	High-level visit of Mr Simon Hughes, Minister of State for Justice and Civil Liberties of the United Kingdom . Keynote speech: "Human Rights for all Europe – Big Battles still to Win"
09/05/2014	Celebrations of the tenth anniversary of Poland's accession to the European Union with Guest of Honour Mr José Manuel Barroso, President of the European Commission
05/06/2014	High-level visit of Mr Bülent Arinç, Deputy Prime Minister of Turkey . Keynote speech: "Turkey and the EU in front of Global Challenges"
18/06/2014	Closing Ceremony with Guest of Honour Mr Rafał Trzaskowski, State Secretary for EU Affairs at the Ministry of Foreign Affairs of Poland

Academic Year 2014/2015

28/10/2014	Special lecture by Prof. Joseph Weiler, President of the European University Institute in Florence , on "Sleepwalking Again, the End of the Pax Americana 1914-2014"
07-08/04/2015	International conference " Breaking Empires, Making Nations? The First World War and the Reforging of Europe " organised by the European Civilization Chair. The conference gathered speakers from Canada, France, Germany, Ireland, the Netherlands, Poland, Serbia, the UK, and the USA. Keynote lecture by Professor Sir Hew Strachan of the University of St Andrews : "The Ideas of 1914"
29/04/2015	High-level visit of Mr Wolodymyr Groysman, Chairman of the Verkhovna Rada of Ukraine
18/06/2015	Closing Ceremony with Guest of Honour Mr Fathallah Sijilmassi, Secretary General of the Union for the Mediterranean

Academic Year 2015/2016

18/09/2015	High-level visit of Mr Michael Roth, State Secretary, Ministry of Foreign Affairs of Germany
24/09/2015	Opening Ceremony of the Academic Year 2015/2016, Chopin Promotion, with Guest of Honour Mr Johannes Hahn, European Commissioner for Neighbourhood Policy and Accession Negotiations
03/03/2016	High-level visit of Ms Ana Blazeska, State Secretary for European Union Affairs of the Former Yugoslav Republic of Macedonia ¹¹
16/06/2016	Closing Ceremony of the Academic Year with Guest of Honour Sir Leszek Borysiewicz, Vice-Chancellor of the University of Cambridge
20/06/2016	International conference Three Ukrainian Revolutions (3R) : "Revolutions, Maidans and Protests in Contemporary Ukraine. The Current State of Research and Future Directions"

¹¹ As of 2019, the Republic of North Macedonia.

07/07/2016	Special visit of Dr Karen Donfried, President of The German Marshall Fund of the United States (GMF) in the framework of the Warsaw Euro-Atlantic Summer Academy (WEASA)
09/07/2016	High-level visit of the Hon. Madeleine K. Albright, former US Secretary of State , in the framework of the Warsaw Euro-Atlantic Summer Academy (WEASA)
22-23/09/2016	International Interdisciplinary Conference “ The Fate of Freedom in Eastern Europe: Autocracy – Oligarchy – Anarchy? ” organised by the European Civilization Chair. Keynote lecture by Prof. Robert Frost of the University of Aberdeen : “Liberty and Self-Government. The Polish-Lithuanian Union and the Embodiment of the Renaissance Commonwealth”

Academic Year 2016/2017

26/10/2016	Opening Ceremony of the Academic Year 2016/2017, John Maynard Keynes Promotion, with Guest of Honour Ms Ivanna Klympush-Tsintsadze, Deputy Prime Minister of Ukraine
24/11/2016	High-level visit of Ct. Herman Van Rompuy, former Prime Minister of Belgium, President of the European Council emeritus . Keynote speech: “Leadership in the European Union”
28-29/11/2016	Academic conference “ Solidarity and Mercy ” co-organised by the Teologia Polityczna Annual Review, the National Center for Culture Poland, the Centre for French Culture and Francophone Studies of the University of Warsaw and the War Studies University in Warsaw
27/01/2017	High-level visit of Mr Alyn Smith, Member of the European Parliament . Keynote speech: “Scotland, a good news story for a troubled Europe”
13/02/2017	High-level visit of Mr Gilbert Saboya Sunyé, Minister of Foreign Affairs of the Principality of Andorra
27/01/2017	Special lecture by Mr Edward Lucas, Senior Editor at The Economist , on “European journalism today and tomorrow”
27/02/2017	High-level visit of Mr Pat Cox, former President of the European Parliament
28/02 – 01/03/2017	International Symposium 3R: ‘Three Revolutions – Portraits of Ukraine’ organised by the European Civilization Chair and the Three Ukrainian Revolutions (3R) Project, with the participation of, among others, Mr Viktor Yushchenko, former President of Ukraine; Mr Aleksander Kwaśniewski, former President of Poland; Mr Pat Cox, former President of the European Parliament, and Mr Vyacheslav Kyrylenko, Deputy Prime Minister of Ukraine
14/03/2017	High-level visit of Mr Didier Reynders, Deputy Prime Minister and Minister of Foreign Affairs and European Affairs of Belgium . Keynote speech: “The Future of Europe”
16/03/2017	High-level visit of Mr Joaquín Almunia, former Vice-President of the European Commission and European Commissioner for Competition
11/04/2017	High-level visit of Mr Andrei Galbur, Deputy Prime Minister of Moldova . Keynote speech: “Turning the Eastern Partnership into a Policy of Deliverables”
25/04/2017	High-level visit of Ms Martine Reicherts, Director-General at the DG Education and Culture of the European Commission
14/06/2017	Closing Ceremony of the Academic Year 2016/2017, John Maynard Keynes Promotion, with the Guest of Honour Ms Atifete Jahjaga, former President of Kosovo ¹²
03-14/07/2017	High-level visit of Mr Jerzy Kwieciński, Minister of Investment and Economic Development of Poland in the framework of the Warsaw Euro-Atlantic Summer Academy (WEASA). Keynote speech: “Digital Community: Security, Information and Economy”

Academic Year 2017/2018

29/09/2017	Opening Ceremony of the Academic Year 2017/2018, Simone Veil Promotion, with Guest of Honour Mr Andrzej Duda, President of Poland
1-3/02/2018	International conference “ Rousseau, Europe and Poland: Federalism-Sovereignty-Prosperity-Patriotism ” organised by the European Civilization Chair
27/02/2018	High-level visit of Ms Atifete Jahjaga, former President of Kosovo ¹³ . Keynote speech: “Peacebuilding and Post-Conflict Reconstruction”
15-16/03/2018	High-level visit of Mr François Hollande, former President of France

¹² This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

¹³ This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

16-17/03/2018	International Symposium 3R: 'Revolution, War and their Consequences' organised by the European Civilization Chair and the Three Ukrainian Revolutions (3R) Project, with the participation of, among others, Mr Arseniy Yatsenyuk, former Prime Minister of Ukraine; Mr Sviatoslav Shevchuk, Major Archbishop of the Ukrainian Greek Catholic Church, and Mr François Hollande, former President of France
25/06/2018	Natolin Graduation Debate on the Future of Europe with Guests of Honour: Mr Mateusz Morawiecki, Prime Minister of Poland and Dr Wolfgang Schäuble, President of the German Bundestag . Moderated by Mr Ryan Heath , Political Editor at Politico

Academic Year 2018/2019

25/10/2018	Opening Ceremony of the Academic Year 2018/2019, Manuel Marín Promotion, with Guest of Honour Mr Tibor Navracsics, European Commissioner for Education, Culture, Youth and Sport
29/11/2018	International Conference on the occasion of the 20th anniversary of the signature of the Treaty of Rome establishing the International Criminal Court organized in cooperation with the Embassy of Belgium in Warsaw
18/01/2019	International conference " Religion and Politics: The Cult of Dionysus in the Graeco-Roman World " co-organised with the Faculty of Humanities at the Cardinal Stefan Wyszyński University in Warsaw and the Teologia Polityczna Annual Review
28/01/2019	High-level debate on "The Future of the European Union" with Ms Nathalie Loiseau, Minister for European Affairs of France and Mr Konrad Szymański, Minister for European Affairs of Poland
14/02/2019	High-level visit of Ms Dhurata Hoxha, Minister for European Integration of Kosovo ¹⁴
07/03/2019	Inauguration of The Zbigniew Brzezinski Memorial Lecture Series by the Hon. Madeleine K. Albright, former US Secretary of State
19/03/2019	High-level visit of Mr Josep Borrell, Spanish Minister of Foreign Affairs, the European Union and Cooperation . Keynote speech: "Europe at a crossroads: a Spanish perspective"
28/03/2019	International Conference " The Eastern Partnership 10 Years after the Prague Summit: In Search of New Momentum " organised by the European Neighbourhood Policy Chair with the participation of leading academics, think tankers, opinion shapers, EU officials and diplomats
29/03/2019	High-level visit of Mr Michel Barnier, EU Chief Negotiator for Brexit . Keynote speech: "Europe after Brexit"
25/06/2019	Natolin Graduation Debate on "The Future of the Eastern Partnership" with Guests of Honour: Mr Gela Bezhuashvili, former Minister for Foreign Affairs of Georgia; Mr Radosław Sikorski, former Minister for Foreign Affairs of Poland; and Mr Borys Tarasyuk, former Minister for Foreign Affairs of Ukraine

Academic Year 2019/2020

16-17/09/2019	International Symposium 3R: 'Five years after the Maidan: post-revolution evolution', organised by the European Civilization Chair and the Three Ukrainian Revolutions (3R) Project, with the participation of Mr Pavlo Klimkin, former Minister of Foreign Affairs , former and current members of the Ukrainian Parliament: Mr Mykola Knyazhytskyi, Mr Nikita Poturayev and Mr Sviatoslav Yurash ; as well as leading academics in the sphere of Eastern European and Ukrainian studies, including: Dr Yevhen Mahda, Dr Olga Onuch, Dr James Sherr, Dr Andrew Wilson and Dr Kataryna Wolczuk , among many other leading experts
20/11/2019	Special meeting with Mr Marian Turski , one of the few living survivors of Auschwitz-Birkenau

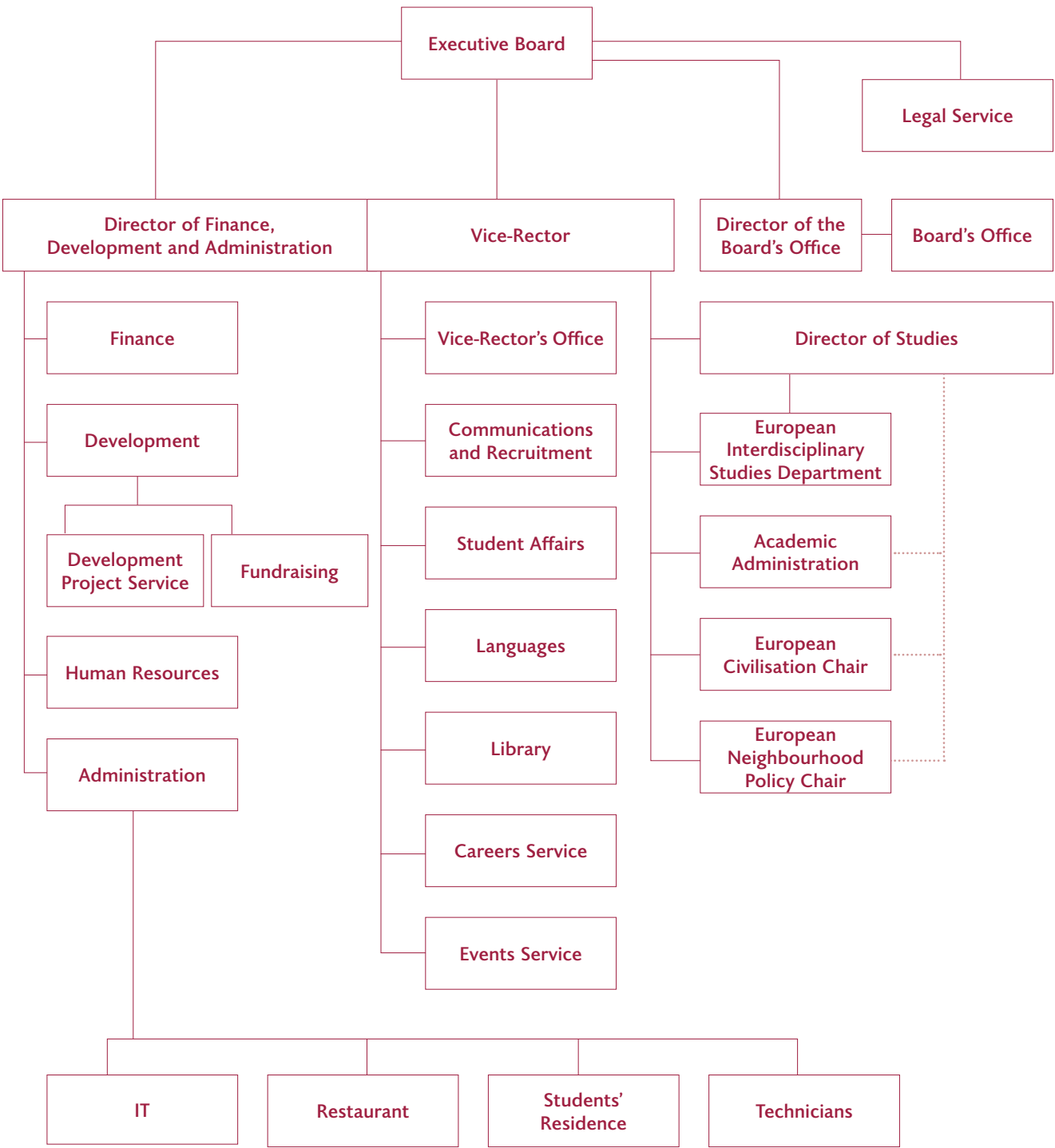
¹⁴ This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

PROMOTIONS: ACADEMIC YEARS 2008/2009 – 2019/2020

Academic Year	Promotion	Students	Nationalities
2008/2009	Marcus Aurelius	83	23
2009/2010	Charles Darwin	100	30
2010/2011	Albert Einstein	113	32
2011/2012	Maria Skłodowska-Curie	120	29
2012/2013	Václav Havel	120	34
2013/2014	Voltaire	113	24
2014/2015	Giovanni Falcone and Paolo Borsellino	127	34
2015/2016	Fryderyk Chopin	122	31
2016/2017	John Maynard Keynes	131	34
2017/2018	Simone Veil	121	29
2018/2019	Manuel Marín	137	34
2019/2020	Hannah Arendt	133	32

ORGANISATIONAL SCHEME: COLLEGE OF EUROPE IN NATOLIN

Appendix no. 1 to the Resolution no. 25 of the Executive Board on 2 June 2017





EVOLUTION OF STRUCTURE AND STAFFING: YEARS 2008-2019

VICE-RECTOR

2008 – present	Vice-Rector	EWA OŚNIECKA-TAMECKA	2007 – present
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Supported by

European Interdisciplinary Studies

2008 – present	Director of Studies	DOMINIK HANF	2008 – 2009 (part time)
		ERWAN LANNON	2010 – 2011 (part time)
		GEORGES MINK	2011 – 2013 (part time)
		NANETTE NEUWAHL	2013 – 2015 (part time)
		RICHARD BUTTERWICK-PAWLIKOWSKI	2015 (part time/acting)
2008 – present	Permanent Professor	PASCALINE WINAND	2015 – present
		ERWAN LANNON	2007 – 2009 (part time)
		HANNES ADOMEIT	2009 – 2011 (part time)
2016 – present	Academic Coordinator of Operations	GEORGES MINK	2011 – present (part time)
		TOMÁŠ TATINEC	2016 – 2018
		JOANNA ZIÓŁKOWSKA	2018 – 2019
2008 – present	Academic Assistantship	PAWEŁ PUJSZO	2019 – present
		7 Academic Assistants	2007 – 2009
		4 Senior Academic Assistants 7 Academic Assistants	2019 – present

Academic Chairs

2008 – present	European Civilization Chairholder	BRONISŁAW GEREMEK (†)	2005 – 2008 (part time)
		JOÃO CARLOS ESPADA	2011 – 2013 (part time)
		RICHARD BUTTERWICK-PAWLIKOWSKI	2014 – present (full time)
2012 – present	European Neighbourhood Policy Chairholder	TOBIAS SCHUMACHER	2012 – present (full time)

Academic Administration

2008 – 2011	Academic Administrator	ANDREA DANGELMAYER-PIETRAS	2005 – 2008
		MAŁGORZATA WIŚNIEWSKA	2008 – 2011
2011 – present	Head of Academic Administration	MAŁGORZATA WIŚNIEWSKA <i>supported by 1 staff member</i>	2011 – 2016
		TOMÁŠ TATINEC <i>supported by 4 staff members</i>	2016 – present

Languages and Intercultural Dialogue

2008 – 2011	Specialist for Improvement of Language Skills	KINGA CHMIELEWSKA-SAŁDAN <i>7 teachers, 6 languages (English, French, German, Italian, Polish, Russian)</i>	2004 – 2011
2011 – 2014	Head of Languages	PAWEŁ BARTOSIK <i>9 teachers and professors, 7 languages (English, French, German, Italian, Polish, Russian, Spanish)</i>	2011 – 2014
2014 – present	Head of Languages and Intercultural Dialogue Office	MARTA WOJAKOWSKA <i>10 teachers and professors, 8 languages (Arabic, English, French, German, Italian, Polish, Russian, Spanish)</i>	2014 – present

Student Affairs

2008 – 2015	Student Affairs Officer	PAWEŁ TOKARSKI	2006 – 2010
		MAŁGORZATA ŚMIESZEK	2010 – 2011
		DOROTA ŚWIĄTEK	2011 – 2013
		URSZULA RAPACKA	2013 – 2014
		WERONIKA BORUC	2014 – 2015
2016 – present	Head of Student Affairs Office	MAŁGORZATA WIŚNIEWSKA <i>supported by 2 staff members</i>	2016 – 2017
		ŁUKASZ DOBROMIRSKI <i>supported by 2 staff members</i>	2017 – present

Careers and Professional Development

2014 – 2016	Head of Careers Service	URSZULA RAPACKA	2014 – 2016
2016 – present	Head of Community and Professional Development	ŁUKASZ DOBROMIRSKI <i>supported by 1 staff member</i>	2016 – present

Library

2008 – present	Head of Library	WIKTOR POŻNIAK <i>supported by 5 staff members</i>	2002 – present
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Communications, Marketing and Recruitment

2008 – 2011	Communications Senior Officer	KALINA WALTENBERGER (†)	2008 – 2011
2011 – 2015	Head of Communications	PAWEŁ BARTOSIK	2011 – 2013
		RICHARD WASHINGTON	2013 – 2015
2015 – 2018	Director of Communications Office	RICHARD WASHINGTON <i>supported by 3 staff members</i>	2015 – 2018
2018 – present	Head of Communications, Marketing and Recruitment Office	MATTIA FILIPPIN <i>supported by 5 staff members</i>	2018 – present

External Relations

2011 – 2016	Coordinator	MAREK RYBAK	2011 – 2016
2016 – 2019	Head of Events Service	MAREK RYBAK <i>supported by 1 staff member</i>	2016 – 2019
2019 – present	Head of External Relations and Operations	PAWEŁ MICHAŁSKI	2019 – present

ADMINISTRATION

2008 – present	Director of Administration	EWA OŚNIECKA-TAMECKA	2001 – present
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Supported by

Human Resources

2008 – present	Head of Payroll and HR Unit	KATARZYNA KALWAS	2007 – present
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Information and Communication Technologies

2008 – 2012	IT Manager	JAKUB SZTYBER	2004 – 2012
2012 – present	Head of Information and Communication Technologies Office	JAKUB SZTYBER <i>supported by 3 staff members</i>	2012 – present

Multimedia and Technical Service

2006 – 2011	Administrator	KATARZYNA GURBIEL- -CHOŁDZYŃSKA	2004 – 2011
2011 – 2018	Head of Technical Service	MIROŚLAW SUCHARSKI <i>supported by 4 staff members</i>	2011 – 2018
2018 – present	Head of Multimedia and Technical Service	ROBERT SZCZEKUTEK <i>supported by 5 staff members</i>	2018 – present

Students' Residences

2008 – present	Head of Students' Residences	BARBARA KALINOWSKA <i>supported by 12 staff members</i>	2004 – 2019
		ANNA FASZCZEWSKA <i>supported by 11 staff members</i>	2019 – present

Students' Restaurant

2008 – present	Head of Students' Restaurant	STANISŁAWA GŁOWACKA <i>supported by 12 staff members</i>	1994 – present
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DEVELOPMENT

2008 – present	Director of Development	EWA OŚNIECKA-TAMECKA	2001 – present
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Supported by

Development and Innovation

2008 – 2011	Development Officer	MARIA ŻÓŁTOWSKA	2008 – 2011
2011 – 2013	Development Coordinator	MAŁGORZATA ŚMIESZEK	2011 – 2013
2017 – present	Head of Project Implementation Unit	KONRAD DZIURDZIA	2017 – present
	Head of Development Office	MAREK TABOR	2018 – 2019
	Head of Innovation and Development	BARBARA BOBROWICZ	2019 – present

Executive Education

2019 – present	Head of Executive Education Office	MAREK TABOR <i>supported by 2 staff members</i>	2019 – present
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FINANCE

2008 – present	Director of Finance	EWA OŚNIECKA-TAMECKA	2001 – present
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Supported by

Finance and Accounting

2008 – present	Chief Accountant	KRYSTYNA SUSZAŁ- -FILIMONIUK <i>supported by 3 staff members</i>	2007 – 2014
		RAFAŁ SOSNKOWSKI <i>supported by 5 staff members</i>	2014 – present
2016 – present	Head of Finance and Accounting Office	RAFAŁ SOSNKOWSKI <i>supported by 6 staff members</i>	2016 – present





COLLEGE OF EUROPE IN NATOLIN, VOL. 1

ACTIVITY REPORT 2009-2019

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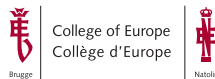
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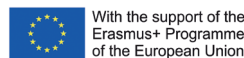
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Please note: This *Activity Report 2009-2019* covers the time-frame between the academic year 2008/2009 and the first semester of the academic year 2019/2020, ending on 31 December 2019. Some sections may also refer to earlier years when the authors deemed that necessary in order to convey a broader perspective.

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