

## Foreword

The development of this handbook was realised in the framework of the “EUSecure: Interdisciplinary Training on EU Security, Resilience and Sustainability” project. EUSecure is a project financed by the European Union Erasmus+ Strategic Partnership in Higher Education Programme (budget: 335,070 EUR, timeframe: 01.09.2020 – 31.08.2023). The core of our project is the development of a Simulation Supported HEI-level Massive Open Online Course entitled “Interdisciplinary Training on EU Security, Resilience and Sustainability” (EUSecure SimMOOC) – that also appears as an accredited elective in the partner universities’ curricula. The main goal of this project was to use an innovative transdisciplinary approach to EU Security studies by complementing in-class learning with interactive blended learning activities and especially a blended simulation exercise.

The curriculum development centred on three areas: a handbook, class plans with activities and knowledge assessment for each module and a SimMOOC. The selection of topics for the handbook chapters took place after a needs analysis, during which our university students ranked the following six threats at the top of security risks: 1. Terrorism; 2. Deception and fake news; 3. Illegal migration; 4. Cyber threats; 5. Pandemic; 6. Natural disasters. This security perception was used in the first phase of our work for writing a situation analysis on each of the major threats ranked in the needs assessment and added by the experts of the participating universities. The intellectual outcome of the second phase was the Handbook of the EUSecure Project, which can be used by the students of the course for self-study. We intend to train students to be able to respond to the complex challenges of rapidly developing societies but also to understand European values and to train students to understand key issues of security, resilience and sustainability.

The Handbook chapters develop the topics of the Situation analysis volume further, extending the academic scope. We have used the most up-to-date academic sources as well as the documents of the European Union and other international organisations. The professors’ work groups aimed at providing security analyses in the broadest sense. Thus, our handbook chapters cover the topics of global trends (Megatrends), multilevel governance (EU power in a multipolar world; International governance: multilateral institutions, norms, regimes). New dimensions of security are included (Cybersecurity and the risks of AI; Social media issues and fake news; Critical infrastructure protection; Climate security) as well as geopolitics related issues (Maritime security; Water security and water geopolitics). The perspective of human and social security is taken in discussing the impact of risks on the population of not only Europe but of the whole world (Public health). Besides presenting the current and possible dangers, the chapters offer an overview of current efforts by the European Union and other international organisations to cope with the security challenges (Sustainability, resilience and development; The political economy of international development cooperation; Humanitarian action and crisis management). The final chapters of the handbook are intended to enable

students to conduct research into areas of interest identified during studying the modules (Qualitative methodologies) and to prepare them for the simulation exercise (Transdisciplinary simulation exercise). The EUSecure LITE module was added for familiarising secondary school students with the transdisciplinary approach of current security issues through topics and activities fit for their age (Social media issues and fake news; Public health). In the last phase of the development of the handbook, an energy security chapter was added in order to update the range of security problems and highlight the effects of the Russia–Ukraine war.

A class plan with activities belongs to each chapter of the handbook. The class plans and activities for each module inspire the students to discover problems and possible solutions on their own, thinking and acting critically. On the one hand, they are encouraged to use multiple sources, on the other, to follow methods of cooperative and collaborative learning. Most modules include a role play or a simulation game whose objective is problem solving. The priority of the curriculum developers was to take a positive tone despite the sometimes worrying topics in order to awaken students to the fact that their talent and their actions in the future may be the solution. At the end of each module, a list of compulsory and recommended sources can be found so as to make independent student research easier to start. The digitalised version of the modules allows online, on-site, or blended use of the course.

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