

ABSTRACT

In order to know Europe better it is necessary to travel through its past, in search of its essence, of the common patrimony we share, which derives from centuries of unification, firstly temporal, under the Roman empire's aegis, and then spiritual, under the Pope's aegis. That is the first part of this dissertation.

The concept of citizenship follows, in its multiple aspects which have been undergone throughout history, from the Greek polis, with Socrates, to the European concept, built from a feeling of belonging and identification, based on the dichotomy "unity/diversity", founded on "intercultural consciousness" and on the respect for the values and cultural patrimony of the Member States, attained due to common values, structuring elements of an European civic space, which the School ought to promote..

In the second part we approach the role of school in the construction of a transnational space of education, while witnessing the execution of the Socrates/Comenius program "Preserving the Past, Confronting the Present, to Create the Future", which involves ten schools within the Eurosphere, "experiencing from within" the expectations and concrete results.