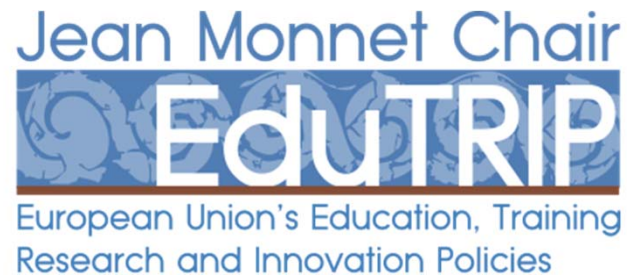


Teaching EU politics at Schools through EU projects in Greece



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* 1. Aim of the study

The goal of this study is to examine and underscore the effectiveness of the implementation of European funded projects in schools to the knowledge on European affairs of pupils, students and teachers and their development of a shared understanding, the formation of future active European citizens, enhance the civic participation of European youth and ameliorate their social skills.

2. Methodology

Main research question: What are the actual effects of the involvement of pupils and teachers in European funded projects such as Jean Monnet and Erasmus programs?

Methodology: Empirical study of six European funded projects run by the Laboratory of Education Policy, Research, Development and Interuniversity Cooperation.

3. Hypothesis

European societies need to develop means and tools promoting knowledge of European affairs and values as well as civic competences and participation through education in order to instill adequately European citizenship to children and youngsters.

* 4. Basis of the hypothesis

- * Schools need to play a stronger role for the integration of migrants in European societies, the comprehension of multiculturalism, the implantation of the fundamental European values and the prevention of radicalisation.(LLL 2016, OECD 2015)
- * In the European Parliament elections since 1979 voter turnout has declined in every election. In 2014 only 28% of under 25 were voting, compared to the general election turn-out rate which was 42.6 % (EP 2014)
- * Just four in ten have a positive image of the EU(Standard Eurobarometer 87, May 2017)

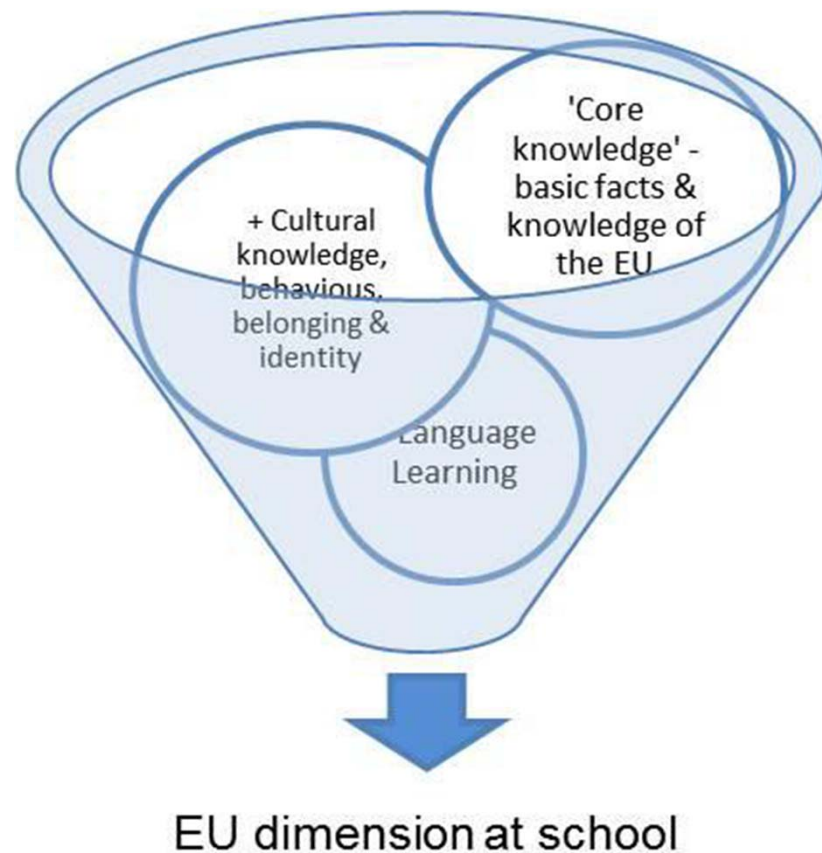
5. Analytical framework

- Lorenzo Milani ideas that politics and education are strongly related while education has the power and can develop realistic and adept tools for forming responsible, tolerant and active citizens. (Milani, L. translated with notes and commentary by C. Borg, M. Cardona, & S. Caruana, 2009)

-The concept that education can act as a vehicle for developing a common sense of belonging, a common European identity and increase active citizenship (Keating, Ortloff and Philippou 2009, Ross 2007) and affect positively the support for European integration (Gabel 1998).

6. Methodology used in European funded projects in schools by ERDIC

Source: Learning EU at Schools, Final Report, ICF GHK for DG EAC, 2017



*7. ERDIC's European funded Projects in schools

*Jean Monnet Project, Bringing Europe to School Teachers (B.E.S.T.)», 2012-13

*Jean Monnet Project, "Teaching Europe through Arts and Simulations "EuropeStARTS" 2013-14

*Jean Monnet Project, YouthActive, 2013-2014

*Jean Monnet Project,U4EU, 2014-2016

*"Teachers for Europe", organized by the European Commission's Representation in Greece

*European Parliament's School Ambassadors programme, organized by the European Parliament's Office in Greece

*Jean Monnet project, "IncludU" ("Include European Union Values")

8. Results: indicative output

If EU was a person how would she look like?

EU would be a middle aged beautiful woman, her clothes would be colorful and black, yellow and red would be the dominant one's. She would be like a mother with the arms open for her children.

Pupil from the 1st General Lyceum of Kavala

If EU was a person she would be a well traveled one, polyglot, rich, open minded, intellectual and with understanding, tolerance and respect for anyone different from her.

Pupil from the 1st General Lyceum of Kavala

* 8. Results: Gaining knowledge on EU, civic and social competences through European funded projects

The results of the study come to confirm the basic goals of the *Paris Declaration Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education* (2015).

Indeed through these 6 programs:

- Pupils developed their social skills and participatory tendencies
- Both teachers and pupils comprehended the values of inclusion, tolerance and non-discrimination
- Pupils were instilled with the ideas of European citizenship
- Teachers were offered innovative educational tools for teaching democratic values and intercultural dialogue
- Both teachers and pupils were educated in EU issues and in constructive ways to combat against inequalities and radicalism

9. Next step

Quantification of results

Thank you!