

Erasmus+, Jean Monnet Project “Include European Union’s Values - IncludU” (2016-2018)

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Jean Monnet Project “Include European Union’s Values - IncludU” (2016-2018)

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Enhancing the Intercultural skills and European values in the European Youth through European projects: the case of the Jean Monnet Program IncludU

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Abstract

Educational programs have been widely accepted as one of the most efficient means for the cultivation of democratic and multicultural competences in pupils and students (Deardorff 2006). Besides, the refugee crisis in Europe has accentuated the need for the reinforcement of the European fundamental values and intercultural skills in the European societies. This study aims at examining and measuring the efficiency of the implementation of European funded projects in schools on the awareness of pupils of European fundamental values and on the amelioration of their intercultural skills. In the framework of the Jean Monnet Project IncludU, the research measured the efficacy of educational programs in promoting social cohesion, equality, mutual understanding and inclusion (Council Recommendations 2018, European Commission 2017, Paris Declaration 2015). Through the use of statistical analysis, this research documents and evaluates the performance of Jean Monnet Project IncludU on the advancement of European values and the reinforcement the intercultural skills of the participants.

1. Introduction

The recent crises have influenced the young generation of Europe. Unemployment, populism, misinformation, xenophobia and radicalisation challenge the democratic values, equality,

tolerance and multiculturalism in Europe. As acknowledged by the European Commission, deep understanding of the European values, the cultivation of intercultural skills, social mobility and the enhancement of critical thinking can tackle the further development of these threats (European Commission 2018).

Particularly, under the light of the refugee crisis the intensification of improving the awareness on the European fundamental values and the intercultural skills has become a critical subject. As the European Commission reported migrants can have positive economic results in European economies once they are successfully integrated in education firstly. Indeed, *“Education and training are among the most powerful tools for integration”* (European Commission 2016:7) Especially, childhood education and 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. Moreover, informal education implemented through EU funded projects, like Erasmus+ and Jean Monnet programs, can contribute efficiently to the buildup of these paramount elements. The cultivation of mutual understanding, tolerance and intercultural skills can be catalytic to the preservation of the social cohesion in Europe (European Commission 2016)

In its most recent recommendation, the European Commission urged the member states to continue to develop and share good practices on the cultivation of European values, democratic citizenship and cultural diversity within the framework of European programs such as Erasmus+ (European Commission 2018). The explicit goal of this study is to examine the effectiveness of the implementation of European funded projects in schools on the knowledge and absorption of pupils of European fundamental values and on the amelioration of their intercultural skills. In the framework of the Erasmus+ Jean Monnet Project IncludU (2016-18), the Laboratory of Educational Policy, Research, Development and Interuniversity Cooperation has conducted a research on the effectiveness of teaching EU values and ameliorating the intercultural skills of pupils through their participation in the program¹. The study was realized during the final stage of the project when, in the dissemination festival, relative questionnaires were distributed to the participant pupils. Besides, the context of the study has been laid out on EU programmatic documents on the European Cooperation on

¹ The statistical analysis was conducted by Athanasios Sachlas, PhD, Department of Statistics and Insurance Science, University of Piraeus.

Education and Training 2020 about the use of education for promoting social cohesion, equality, mutual understanding and inclusion (Council 2009). However, the research design has been based on the works of scholars on the contribution of education to the adoption of values such as tolerance and equality by the society as well as to the advance of intercultural skills (Deardorff 2006). Through statistical analysis, this research aims to document and estimate the performance of Jean Monnet Project IncludU on these two variables: a) the spread of EU values and b) the development the intercultural skills of the participants.

2. Conceptual framework and research design

Our study has been based on the major hypothesis that European societies need to develop new educational means and tools for the promotion of knowledge and awareness on European fundamental values, the enhancement of intercultural skills and the improvement of civic competences in order to ameliorate the social cohesion and support the multiculturalism, democracy and tolerance in European societies. Specifically, educational tools and methods, formal and non-formal, applied within the framework of European funded programs, can serve as vehicles of disseminating common European values and alleviate social and intercultural skills of the participants. Indeed, the third Strategic Objective of the European Strategic Framework for Education and Training 2020 lies on the promotion of equity, social cohesion and active citizenship. Specifically, the Council noted that “*Education should promote intercultural competences, democratic values and respect for fundamental rights and the environment, as well as combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds*” (Council 2009:3). This framework has been also set from the European Education Ministers who underscored in the Paris Declaration 2015 that a ground objective of EU is “*Ensuring that children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship*” (Paris Declaration 2015). In this scheme, education has been emerged as the most powerful instrument for the cultivation of the European common identity (European Commission 2017). Thus, we assume that formal and informal education programs can act as the main vehicles for spreading EU fundamental values, intercultural competences and civic skills (UNESCO 2013).

Besides, scholars agree that the development of intercultural skills through education encompasses the notions of tolerance and the respect of the cultural diversity (Barrett 2018), being themselves in the core of the European fundamental values. Peace, democratic values, respect, understanding and equality are the nucleus of intercultural education (Damanakis, 1997). The horizontal policies of EU for boosting the development of intercultural skills and dissemination of EU core values have been incorporated in the Erasmus+ program, including subject-specific programs such as the Jean Monnet actions, Sports, Youth in action, and separate programs such as the Europe for Citizens.² The “*spread of European Union content*”³ and “*social equity and inclusion*”⁴ as well as the promotion of new skills, which can enable young people to deal with future life in a multicultural world, are some of the main objectives of the Erasmus+ and Jean Monnet programs, which through educational and research activities function as an elemental tool of European Union.

Within this framework, we aim to examine the effects of the involvement of pupils in educational activities of European funded programs. More specifically, our objective is to assess the effect of European funded projects on the amelioration of students’ (a) awareness of European common values and (b) intercultural skills. This research question is relative to the context of our case study, namely the Erasmus+, Jean Monnet Project “IncludU” (2016-18) which aimed at the promotion of European fundamental values and the challenges of the refugee crisis. Thus, the first examined variable is the awareness of the European fundamental values which have been clearly defined in the Article 2 TEU as “*The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail*”. Besides, most of these values are included in the fundamental human rights as defined by the UN (UNESCO 2013) and the European Charter of Fundamental Rights⁵. In other words, European common values are laid on the respect and guarantee of fundamental democratic values, human rights and

² European Commission, Education, Audiovisual and Culture Agency (accessed 10.11.2017) https://eacea.ec.europa.eu/homepage_en (accessed 10.11.2017)

³ Erasmus+ Programme Guide https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-b/three-key-actions/jean-monnet-activities/projects_en (accessed 10.11.2017)

⁴ Erasmus+ Programme Guide https://ec.europa.eu/programmes/erasmus-plus/about_en (accessed 10.11.2017)

⁵ Charter of Fundamental Rights of the European Union, *Official Journal of the European Communities*, C 364, 18.12.2000.

personal freedoms and awareness of them entails the preservation of social cohesion based on democracy, tolerance and respect of diversity.

The second variable under examination is the intercultural skills and competences. One of the most prominent definitions of intercultural skills elaborated by the Deardorff who defined intercultural competence as “...*the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions*” (Deardorff 2006:10). Scilicet, intercultural skills refer to the ability to efficiently adapt and interact, on behavioral and communicational level, and respond adequately to various cultural encounters as well as accepting and overcoming any possible cultural differences in order to establish fruitful relationships (OECD 2018, Barrett 2018). Particularly, the Council of Europe identified the basic intercultural skills in nine all-inclusive competences. Thus, the intercultural competences that we examine in our research are: 1) the multiperspectivity – the ability to decenter from one’s own perspective and to take other people’s perspectives into consideration in addition to one’s own, 2) the skills in discovering information about other cultural affiliations and perspectives, 3) the skills in interpreting other cultural practices, beliefs and values and relating them to one’s own, 4) the empathy – the ability to understand and respond to other people’s thoughts, beliefs, values and feelings, 5) the cognitive flexibility – the ability to change and adapt one’s way of thinking according to the situation or context, 6) the skills in critically evaluating and making judgments about cultural beliefs, values, practices, discourses and products, including those associated with one’s own cultural affiliations, and being able to explain one’s views, 7) the skills in adapting one’s behavior to new cultural environments, 8) the linguistic, sociolinguistic and discourse skills, including skills in managing breakdowns in communication, 9) the plurilingual skills to meet the communicative demands of an intercultural encounter, such as the use of more than one language or language variety, or drawing on a known language to understand another (inter comprehension), the ability to act as a mediator in intercultural exchanges, including skills in translating, interpreting and explaining (Council of Europe 2014:20).

Based on these definitions of the two variables, the European fundamental values and the intercultural skills, we elaborated a specific questionnaire which was disseminated to the participant pupils of the Jean Monnet Project “IncludU” during the dissemination festival in 1-2 November 2017. The statistical analysis of the responses of the questionnaire were meant to ask our research question on the effect of the educational activities of the project on the

awareness of European fundamental values and the intercultural skills of the pupils who participated with their schools in the IncludU project. The study was attended by 137 students. The 61.3% of the participants were girls and the 38.7% were boys. The average age of the students was $16,11 \pm 0,804$ years. The 41.9% of students attended schools in Thessaloniki, the 30.9% regional Schools and the 27.2% in schools in Athens. Consequently, the study had not just been concentrated on pupils of the capital but included a sample well-structured and differentiated so as the reliability of the results to be increased.

3. Case Study: Jean Monnet Project IncludU

Jean Monnet Project IncludU(2016-2018) has been run the Laboratory of Educational Policy, Research, Development and Interuniversity Cooperation and has aimed to familiarize pupils with EU fundamental values of equality, tolerance and non-discrimination and through interactive and experiential workshops and innovative educational material combining ICTs, gaming, art and fertile exchange of ideas and experiences. Moreover, the Jean Monnet Project IncludU has blended pupils and teachers with senior citizens and migrants who experienced the repercussions of discrimination and displacement in order to raise their awareness on the importance of an Open and Democratic Europe. Therefore, the project team followed an interdisciplinary, innovative and interactive approach for making EU subjects and values more attractive to youngsters.

Thus, the research was structured in questions relating to the basic European values and to the defined intercultural skills. The results of the study revealed that the “ IncludU” project had been beneficial for pupils in both instilling European values and supporting the development of intercultural skills. It is significant that most pupils believe in equality and the respect of human rights. Moreover, an outstanding effect of the project has been the increase of pupils’ awareness on different cultures and the benefits of the Erasmus program. Furthermore, the project has been evaluated as a very helpful tool for familiarizing pupils with the refugees and their struggle. This does not mean that some students do not feel negatively against refugees. The main reasons for adverse feelings against refugees usually stem from cultural misunderstandings and the identification of refugees with potential terrorists. Consequently, the overall impact of the project illustrate that it has been extensively beneficial on its

objectives, educating pupils on European values and upholding the amelioration of their intercultural skills.

3.a. European Values

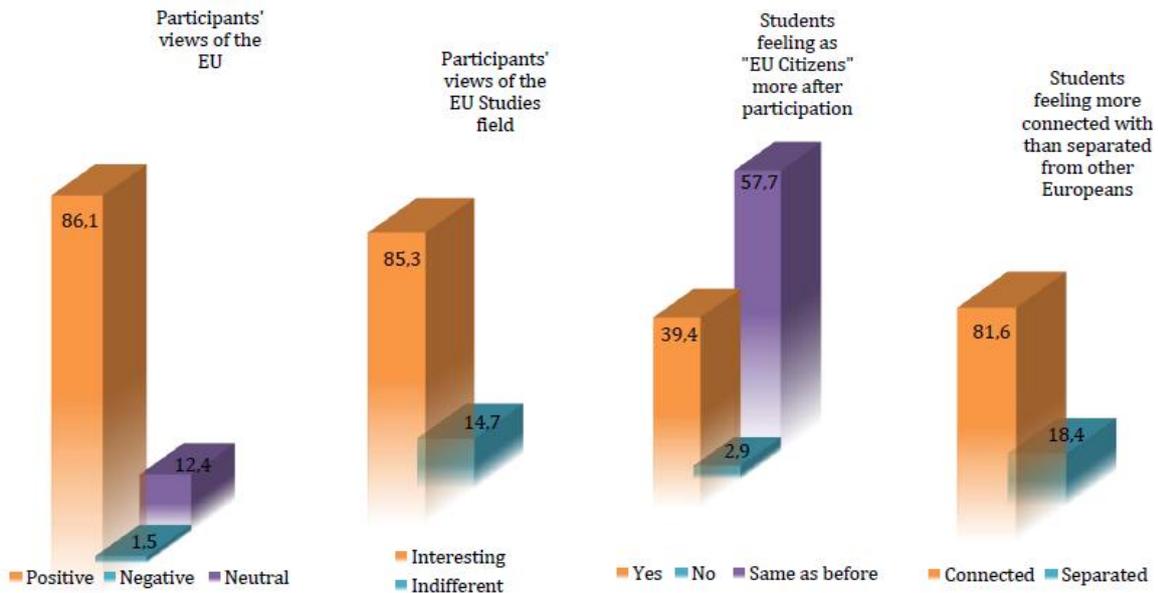
The first set of questions concerned students' views on the EU, European studies, whether they feel more European Citizens, and whether they feel more connected or separated from other European peoples after their participation in the program (Table 1). We noted that 86.1% of students have a positive opinion about EU. The 12.4% felt neutral while just the 1.5% had a negative view. The 85.3% of students said that European studies is an interesting field. The 57.7% of students said they felt the same European citizen as before the program, the 39.4% said it felt more European Citizen while only 2.9% responded negatively. The 81.6% of students said that they feel more connected than divided from other European peoples. As a result, the program had a beneficial effect on pupils' beliefs about European Union.

Table 1

	Category	Frequency	Percentage
Your opinion on EU is:	Positive	118	86,1
	Negative	2	1,5
	Neutral	17	12,4
You think that European	Interesting	116	85,3

Studies is a study field:	Unattractive	20	14,7
Do you feel more European citizen than before?	Yes	54	39,4
	No	4	2,9
	I feel the same as before	79	57,7
Do you think that there are more connecting us than separating us from other European people?	There are more connecting us	111	81,6
	There are more separating us	25	18,4

Students' Views of EU Aspects after their Participation to the Program Expressed as Percentages (%)



Impressive are the results on questions related to the respect of the human rights in EU. The overwhelming majority of students (97.0%) stated that the adoption of the Charter of Fundamental Rights by the EU is a positive event (Table 2). We should also underline (Table 3) that the 86.0% of students said that respect for human rights should not be violated in any cases.

Table 2

	Category	Frequency	Percentage
Do you think that the adoption of the Charter on Fundamental	Positive	130	97,0

Rights by the EU is an event:	Negative	4	3,0
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Table 3

	Category	Frequency	Percentage
Do you think that the respect of human rights should be violated in some cases?	Yes	19	14,0
	No	117	86,0

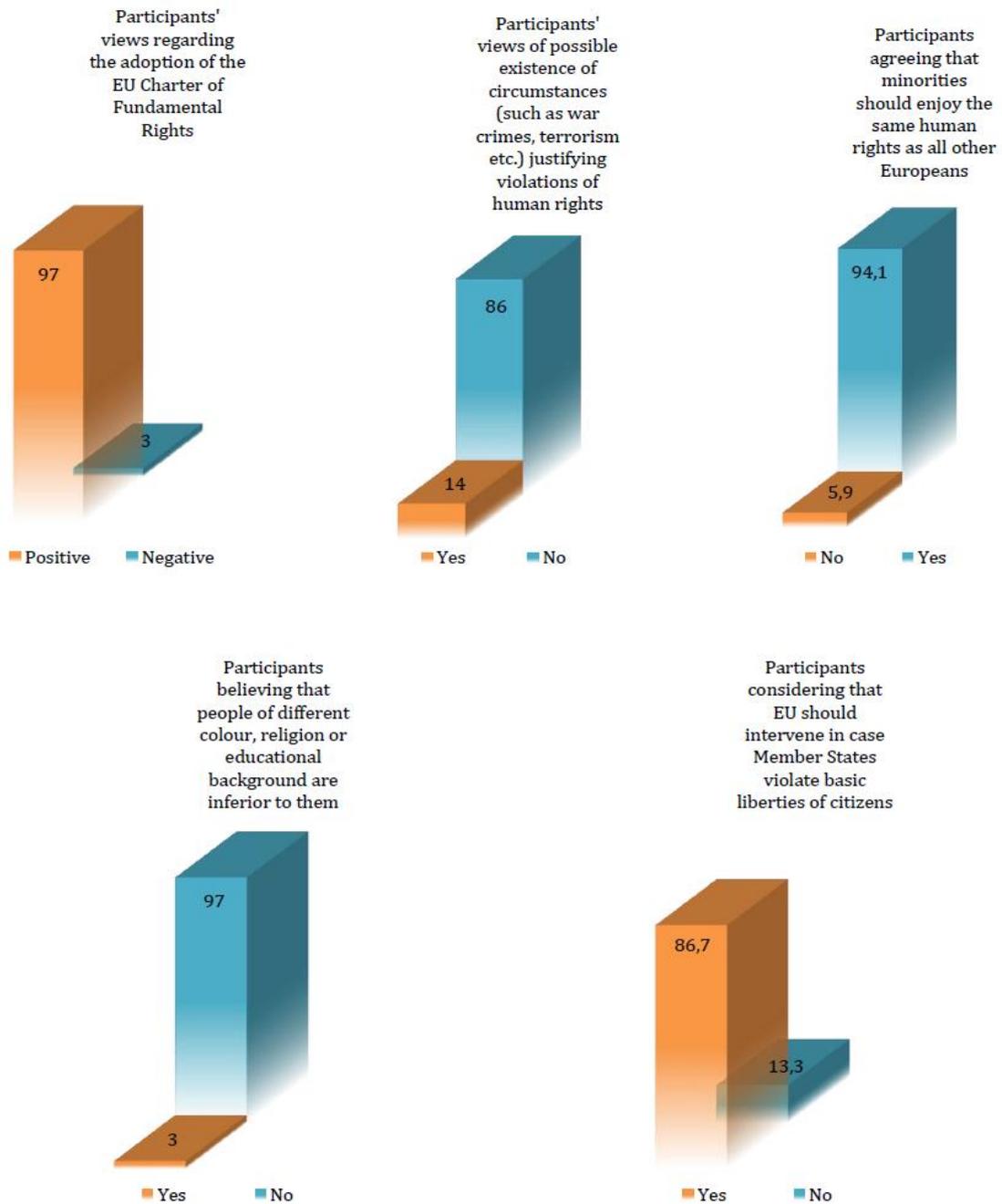
The 94.1% of the students declared that persons belonging to minorities should have the same rights as all EU citizens (Table 4). Noteworthy is the fact that the 86.7% of students said that the EU should intervene in Member States where citizens' basic freedoms are being violated. The crushing majority of students (97.0%) said that people with different skin color, different religion and education are not inferior to them. Thus, pupils have a staggering respect for human rights, fundamental freedoms and equality among people.

Table 4

	Category	Frequency	Percentage

Do you think that persons belonging to minorities should have the same rights with all the citizens of EU?	Yes	127	94,1
	No	8	5,9
Do you think that the EU should intervene in states where the fundamental freedoms are violated?	Yes	117	86,7
	No	18	13,3
Do you think that persons of different skin colour, religion and education are inferior to you?	Yes	4	3,0
	No	130	97,0

Students' Views of Human Rights within the EU Expressed as Percentages (%)



The impact of the project on pupils' views about the refugees are increasingly significant for the preservation of social cohesion and the inclusion of the newly arrived migrant to Europe. The pupils, after their contact with the refugee issue, declared that they have a positive view of refugees. They think that they are people who need our help and that they are the same as us. They believe that refugees are forced to leave their homeland and they deserve respect as well as equal rights with the rest of the citizens. They also believe that a country belongs to those who respect and serve it, and not to those born in it. We noted that 80.5% of students said that refugees are not a threat to Europe (Table 5). The reasons why some students think that refugees pose a risk to Europe are presented in Table 6.

Table 5

	Category	Frequency	Percentage
Do you think that the refugees pose a threat to Europe?	Yes	26	19,5
	No	107	80,5

Table 6

Why the refugees pose a threat?

They are a threat since the state can not integrate them easily. Otherwise there would be no danger since they are the same as the locals.
They pose a risk to homogeneity

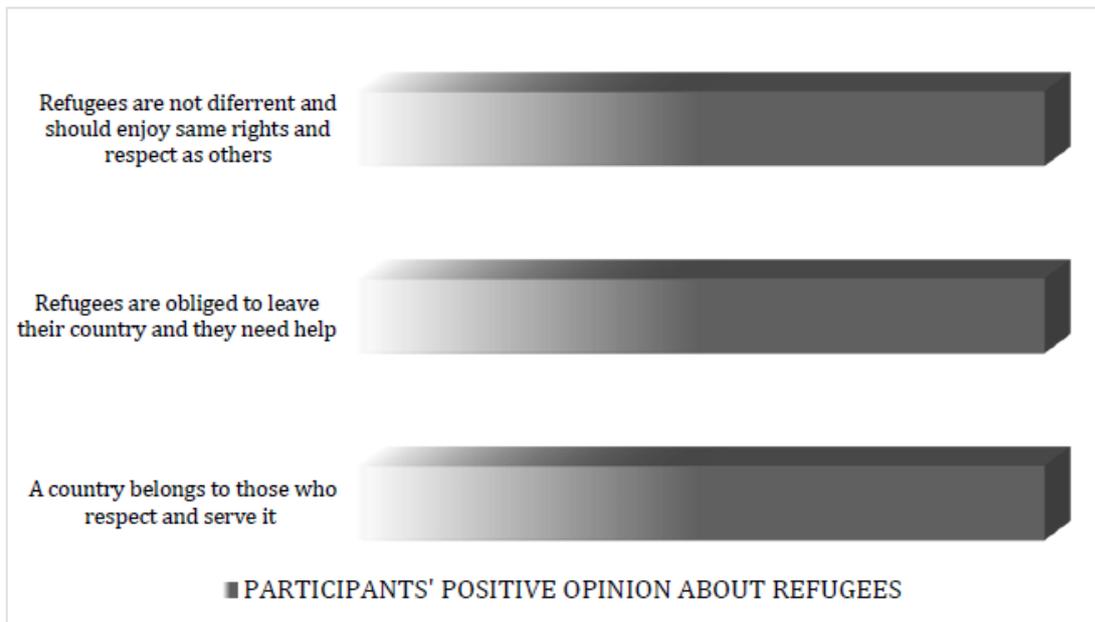
I have eyes and I see
Because the states are not properly organized to integrate refugees in their countries
Because some of them are from other countries and exploit the refugee issue to get to Europe
Because some of the refugees are hiding members and extremists of ISIS that has bloodshed Europe
Because the national homogeneity is spoiled
They do not respect our efforts to take care of them in our country
Partly. Because the excessive movement of refugees in other countries may pose a threat, as we do not know the intentions of each
Because they are Islamists
Our values will change
They will cause economic problems, terrorism and illnesses in the host country
Due to economic and social problems that arise. They also stink.
Because they can cause problems due to adverse conditions
Rumors make Europeans afraid of refugees, causing misunderstanding about them
There are always exceptions and people who want to harm the EU due to many factors: propaganda, religious beliefs etc
I think the majority of refugees pose absolutely no danger. But along with the well-meaning people, there may be ISIS members.
Many times they do not respect us, and they demand things or seek to impose their views and usually do not respect our actions.
In some cases (terrorism)

The wrong access system (EU asylum system) as they pass through as refugees and individuals of war-torn countries, leaving a huge number of "refugees" finally trapped in the first countries of access.

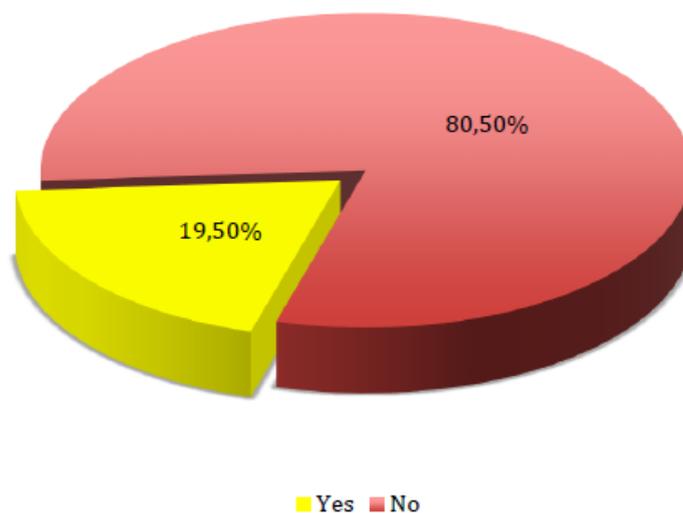
Because the refugees had come to another place and did what they wanted. Even though Europe tried to help them. This does not mean that we should not support these people.

They cause a constant division among European countries

Participants' Thoughts about Refugees



Do you think that refugees is a threat to Europe?



3.b. Intercultural Skills

The case study revealed that the project had a constructive effect on the intercultural skills. Indeed, the skills in discovering information about other cultural affiliations and the plurilingual skills reached high degrees of fulfillment since the 86.7% of students said they

felt the desire to learn more foreign languages while the 80.0% of students felt the need to study the history and particularities of other cultures (Table 7).

Table 7

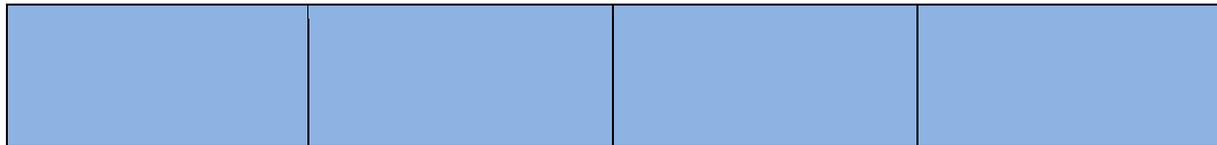
	Category	Frequency	Percentage
Do you feel the desire to learn more foreign languages?	Yes	117	86,7
	No	18	13,3
Do you feel the need to study the history and particularities of other cultures?	Yes	108	80,0
	No	27	20,0

The project is proven to have had beneficial impact on the participants' skills in interpreting other cultural practices, beliefs and values and relating them to one's own but also the empathy, the ability to understand and respond to other people's thoughts, beliefs, values and feelings. Specifically, the 81.3% of the students said they felt that it was easier for them to connect and understand the opinions of others, even if they came from a different cultural background, after their participation in the "IncludU" project. Furthermore, the 67.2% of students said they feel more comfortable communicating with people of different cultural backgrounds, showing the status of their discourse skills. The 60.2% of students said that if they met a person with a different cultural background, they would focus on their similarities

instead of the differences between them, expressing high degree of the skills in critically evaluating and making judgments about cultural beliefs, values, practices, and being able to explain one's views (Table 8). The 90.8% of students affirmed that it is equally important to listen to others and to say what they believe, demonstrating high level of multiperspectivity (Table 9).

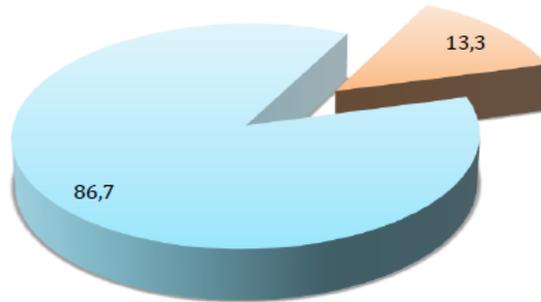
Table 8

	Category	Frequency	Percentage
Is it easier for you to connect and understand the opinions of others, even if they come from a different cultural background?	Yes	109	81,3
	No	25	18,7
Do you feel more comfortable communicating with people of different cultures?	Yes	90	67,2
	No	44	32,8
If you come across a person with a different cultural background you will focus:	On your differences	53	39,8
	On your similarities	80	60,2



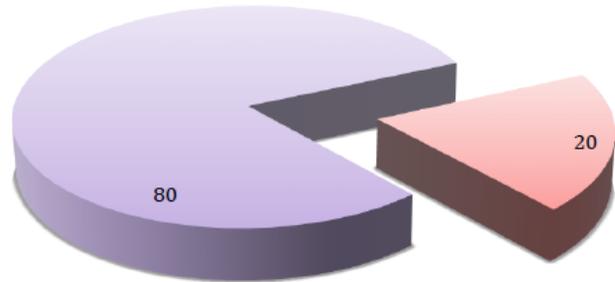
Participants' Views of Different Cultures Expressed as Percentages (%)

Participants wishing to learn more foreign languages



■ No ■ Yes

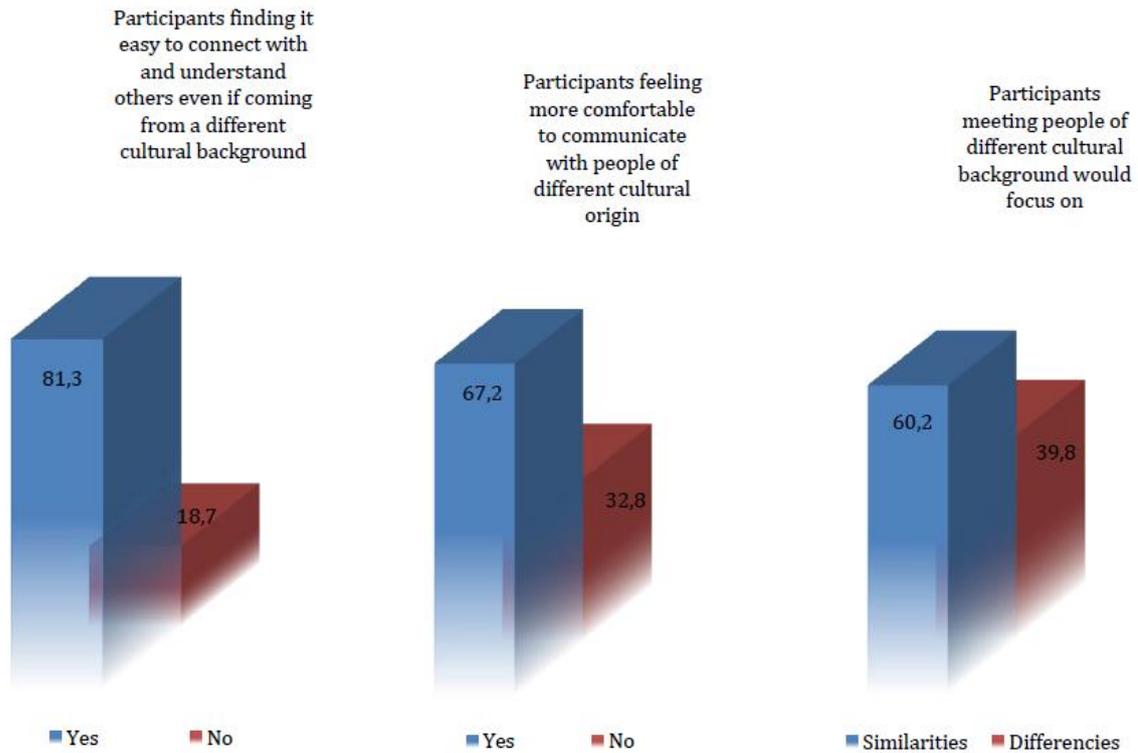
Participants feeling the need to study history and background of other cultures



■ No ■ Yes

Table 9

	Category	Frequency	Percentage
Do you think it is more important to listen to others or say what you believe?	To listen to others	8	6,1
	To say what we believe	4	3,1
	Both	119	90,8



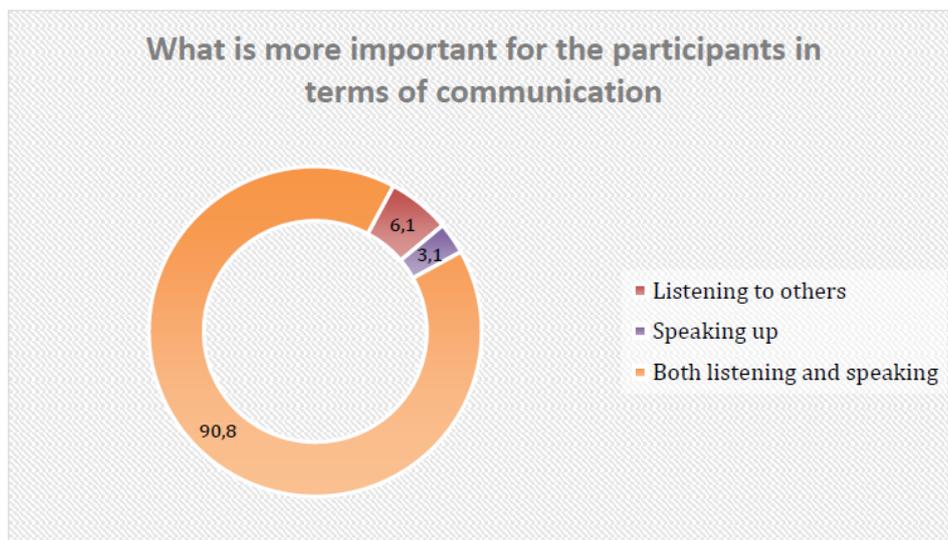
The 90.8% of students said that after contacting Erasmus students in the project’s activities, they would like to participate in the Erasmus program in the future (Table 10). This indicator demonstrates the utility and significance of Erasmus programs as a tool for promoting intercultural skills and the European fundamental values but also the belief of the students that they possess the necessary cognitive flexibility and the skills in adapting to new cultural environment.

Table 10

	Category	Frequency	Percentage
After your contact with Erasmus students, would you	Yes	118	90,8

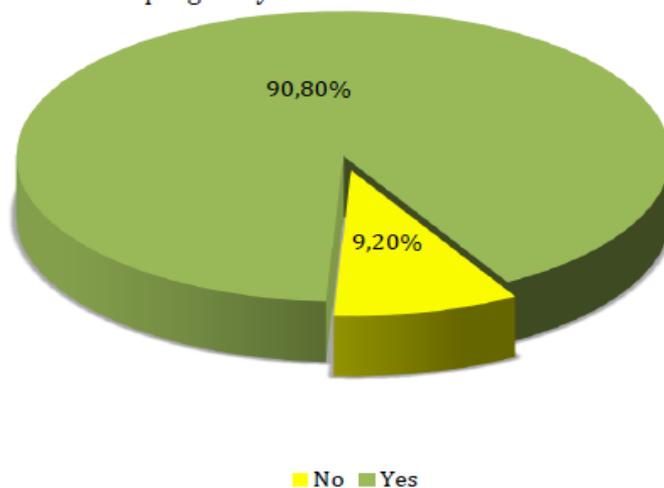
like to participate in the Erasmus program in the future?	No	12	9,2
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Participants' Views of Ways of Communication Expressed as Percentages (%)



Participants' Views of the Erasmus Concept

After your experience with Erasmus students, would you like to participate in the Erasmus program yourselves in the future?



4. Conclusion

The results of our study confirm that EU funded educational projects can affect positively the dissemination of the European core values and the development of intercultural skills of the targeted participants. Specifically, non-formal educational projects realised under the auspices of Erasmus+ and Jean Monnet programs can ameliorate the participants' perceptions on values of tolerance, equality, freedom and respect for human rights. Indeed, the fourth strategic objective of the European Cooperation on Education and Training 2020 which states that “ *Equity, social cohesion and active citizenship need to be promoted so that all citizens, irrespective of their personal, social or economic circumstances, can continue to develop job-specific skills throughout their lifetime* ” (Council Conclusions, 2009:3) can be promoted through the reinforcement of relevant EU funded projects which target specific parts of the society and apply innovative methodological approaches.

The research conducted at the participants of the Jean Monnet project “IncludU” indicated that the majority of pupils aged 16-18, from schools both of big cities and the province of Greece, are keen on respecting and believing in almost all European fundamental values. Particularly, students evaluated the adoption of the Charter of Fundamental Rights as a positive event while most of them expressed their opposition to violation of human rights under any circumstances. Moreover, the protection of the rights of minorities, equality and non-discrimination of people of different culture or education are expressed as the predominant beliefs of the students. The contact of the students with the repercussions of the refugee crisis helped their understanding of the situation of both EU and the refugees themselves. The majority of the pupils does not view refugees as a threat to EU. The different view of few of them has been based on misinterpretation, rumors and the usual identification of refugees with potential terrorists.

The research also recorded that the intercultural skills of the pupils have been ameliorated through their participation in the project. Specifically, more than 80% stated that they feel more willing to study more foreign languages and cultures. After their participation in the project, students articulated that they feel easier to connect and to communicate with people of different cultural backgrounds while they stated that they would focus on their similarities

rather than their differences. Even more, most student expressed high level of multiperspectivity, supporting that it is important to both stating their view and listening to others. Finally, the overwhelming majority of the participants asserted their wish to take part to an Erasmus program in the future.

As a result, the investment of EU on relevant projects have the potential to successfully instill the European core values into people's minds, change their mentalities about incoming refugees and resolve possible misinterpretations or disinformation on issues of EU. Likewise, these EU funded projects are documented to have the capacity of developing and ameliorating new skills, necessary for both the employment and everyday life, such as the intercultural skills. Thus, EU has to intensify the promotion of such programs and engage in more funding and program alternatives in order to promote social cohesion and battle against inequalities within the European society.

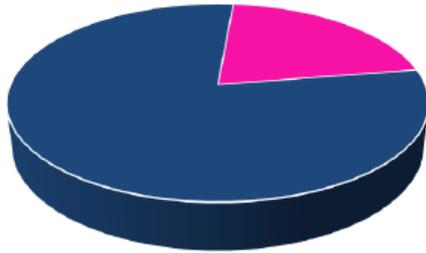
6. ANNEX

META ANALYSIS: Effect of gender and the school on students' views

The results of the case study indicate that gender significantly influences students' view of whether human rights violations should be violated in some cases ($p < 0.001$), whether minorities have the same rights as all EU citizens ($p = 0.029$), whether it is more important to listen to others or to say what we believe ($p = 0.028$), whether refugees pose a risk to Europe ($p = 0.009$) and whether they would like to participate in the Erasmus program in the future ($p = 0.025$). Boys are keener in believing that respect for human rights should be violated in some cases and that the refugees pose a threat to Europe. Instead, girls are more likely to believe that people belonging to minorities must have the same rights as all EU citizens. Girls also have the tendency to think that it is more important to listen to others than to say what they believe and that they would like to participate in Erasmus program in the future.

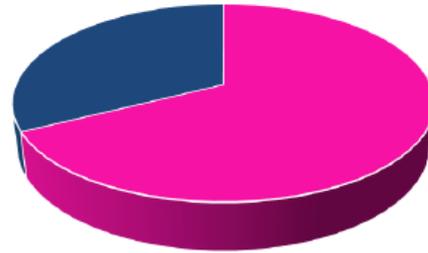
Participants' Views Based on their Sex

Analogy of "YES" received from female and male participants regarding possible circumstances justifying violations of human rights



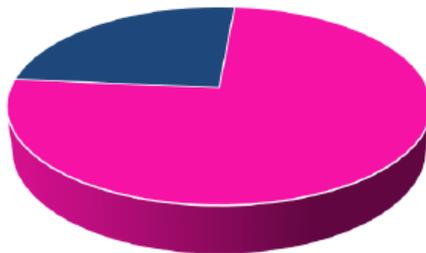
• Females • Males

Analogy of "NO" received from female and male participants regarding possible circumstances justifying violations of human rights



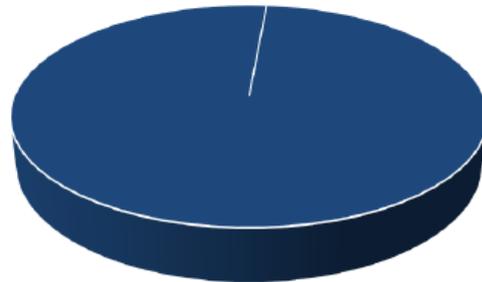
• Females • Males

Analogy of the importance of "LISTENING TO OTHERS" for female and male participants in terms of communication



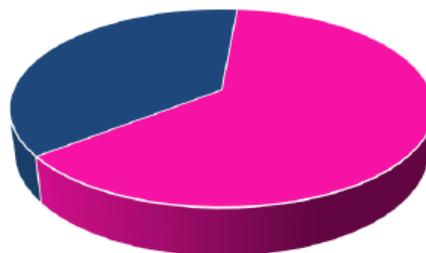
• Females • Males

Analogy of the importance of "SPEAKING UP" for female and male participants in terms of communication



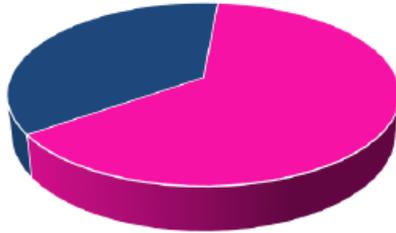
• Females • Males

Analogy of the importance of "BOTH LISTENING AND SPEAKING" for female and male participants in terms of communication



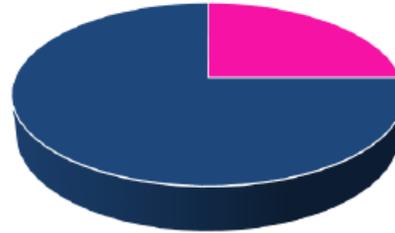
• Females • Males

Analogy of "YES" received from female and male participants in relation to whether or not minorities should enjoy the same human rights as other Europeans



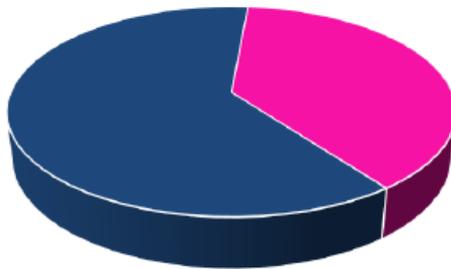
• Females • Males

Analogy of "NO" received from female and male participants in relation to whether or not minorities should enjoy the same human rights as other Europeans



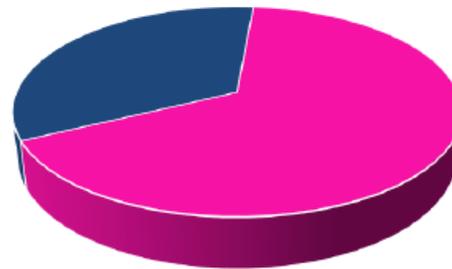
• Females • Males

Analogy of "YES" received from female and male participants regarding whether or not refugees pose a threat to Europe



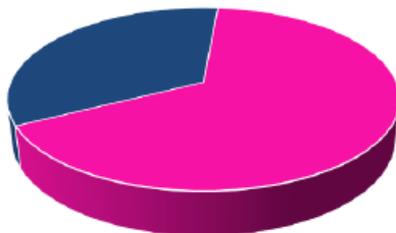
• Females • Males

Analogy of "NO" received from female and male participants regarding whether or not refugees pose a threat to Europe



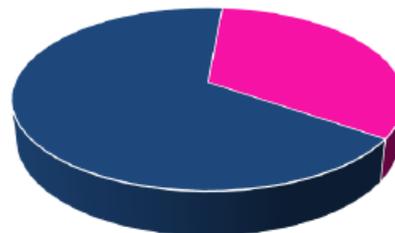
• Females • Males

Analogy of "YES" received from female and male participants in relation to their future participation in the Erasmus program after their experience with Erasmus students



• Females • Males

Analogy of "NO" received from female and male participants in relation to their future participation in the Erasmus program after their experience with Erasmus students



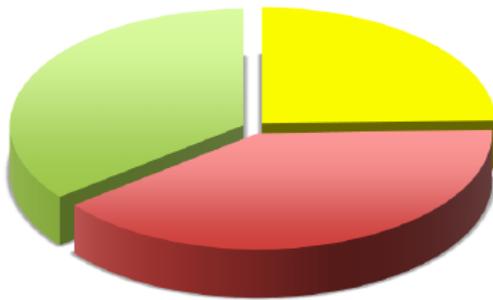
• Females • Males

Moreover, the results demonstrated that the school statistically affects the students' view of the EU ($p = 0.028$) on whether it is easier to connect and understand the views of others, even

if they come from a different cultural background ($p = 0.048$) and about where they will focus if they come across a person with a different cultural background ($p = 0.028$). Students attending school in the Greek periphery have a more positive view of the EU. Additionally, these students are likely, if they meet a person with a different cultural background, to focus on similarities. Students from Athens or Thessaloniki show bigger familiarity in understanding the opinions of others, even if they come from a different cultural background.

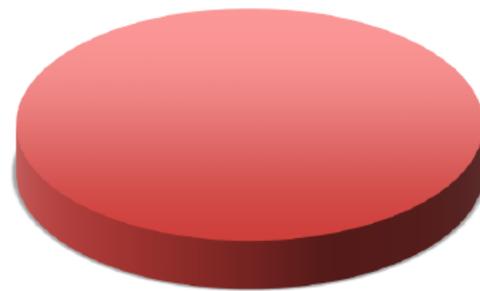
Participants' Views Based on the Influence Received by their Schools

Analogy of "POSITIVE" views of the EU expressed by participant students of different schools respectively



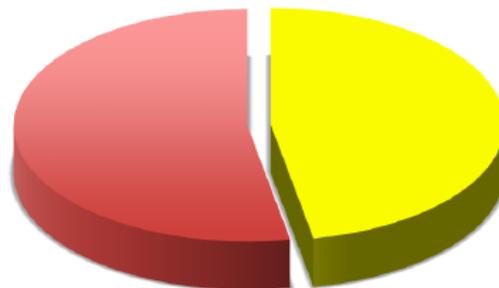
■ Athens schools ■ Thessaloniki schools
■ Other Greek schools

Analogy of "NEGATIVE" views of the EU expressed by participant students of different schools respectively



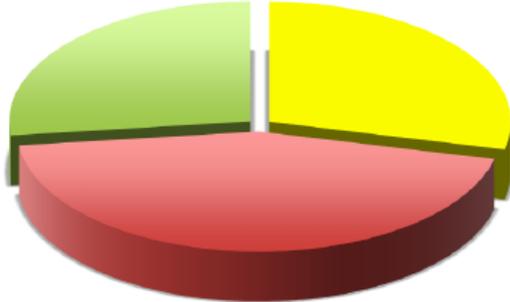
■ Athens schools ■ Thessaloniki schools
■ Other Greek schools

Analogy of "NEUTRAL" views of the EU expressed by participant students of different schools respectively



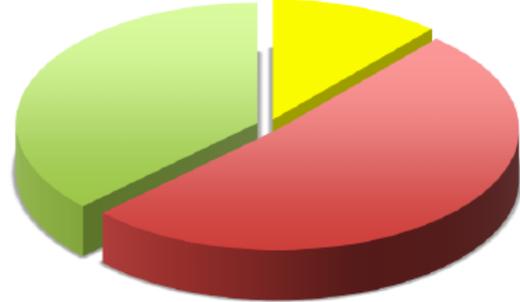
■ Athens schools ■ Thessaloniki schools
■ Other Greek schools

Analogy of "YES" received by participant students based on their schools in relation to whether or not it is easy to connect with and understand others even of different cultural background



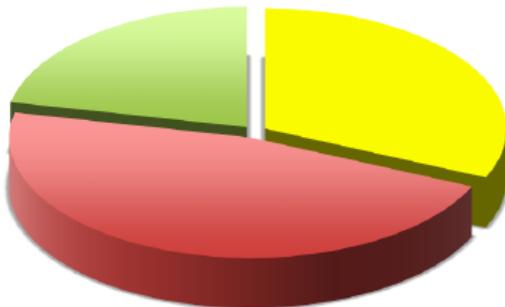
■ Athens schools ■ Thessaloniki schools
■ Other Greek schools

Analogy of "NO" received by participant students based on their schools in relation to whether or not it is easy to connect with and understand others even of different cultural background



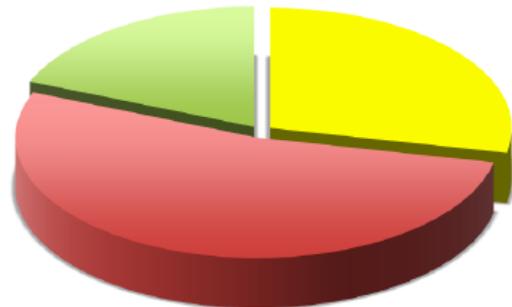
■ Athens schools ■ Thessaloniki schools
■ Other Greek schools

Analogy of views expressed by participant students focusing on "SIMILARITIES" in meeting people of different cultural background based on their schools respectively



■ Athens schools ■ Thessaloniki schools
■ Other Greek schools

Analogy of views expressed by participant students focusing on "DIFFERENCES" in meeting people of different cultural background based on their schools respectively



■ Athens schools ■ Thessaloniki schools
■ Other Greek schools

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