

**CURRICULA MAPPING, QUALITATIVE AND QUANTITATIVE  
OUTCOMES REPORT "MOTIVATING TEACHERS FOR  
EUROPE" 2022 – 2025**

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## Synopsis

The development of knowledge and skills related to the European Union (EU) in university departments of pedagogical education and teaching schools is of vital importance for preparing future educators of primary and secondary education. It contributes to a better understanding of the complexity and functioning of European institutions and the impact of the EU on the daily lives of citizens. The study of the EU equips future educators with the necessary knowledge, skills, and abilities to promote democratic values, critical thinking, and political participation among their students.

For the study of teaching topics related to the European Union, mapping was conducted in twenty three university departments of pedagogical education and corresponding undergraduate programs at nine Greek universities.

From the mapping, it is evident that:

- There is a limited number of courses or references to the European Union or the European Educational Policy in the curriculum.
- There is a lack of academic and research personnel with relevant knowledge in the subject.
- Most courses directly or indirectly related to the EU are elective and not attended by all students.
- There are no references to the formation of key strategies occurring at the European level.
- There are no courses about the EU available in English or other foreign languages for Erasmus students.

Qualitative research based on interviews with twenty members of the teaching and Research Staff and Instructors, reveals that:

- The majority believes that the departments do not adequately provide students with knowledge about the EU.
- The majority supports that there is a lack of knowledge both about the EU and about new teaching methods related to the EU.

- A connection is observed between the number of faculty members expressing criticism towards the EU and the European Education Area and the absence of courses about the EU.

The quantitative research involving 1000 students reveals that:

- The research confirms the initial working hypothesis of the MOTIVATE program that an overwhelming majority of students (94.3%) have never attended a relevant EU-related course and possess limited knowledge of innovative pedagogical methods for teaching the EU in schools.
- 77.2% moderately to adequately understand the functioning of the EU, with only 25.4% indicating having a good or very good understanding of EU values.
- A significant percentage of students (87.5%) have mediocre to little knowledge of the European Education Area, and a substantial lack of awareness about institutions and entities involved in European Education and Training policy is observed. Only 5.8% are familiar with CEDEFOP, and 5.2% with the European Education and Culture Executive Agency (EACEA).
- Future educators have not participated in a youth exchange program in a proportion of 94.6%.
- On the contrary, the overwhelming majority of students are aware of the Erasmus+ program, confirming its status as the most popular European program.
- 72.9% of students consider it very important or extremely important to learn more about the European Union from their department.
- 69.6% of students consider it very important or extremely important to teach the EU to their future students.



## 1. Introductory Remarks

“Motivating Teachers 4 Europe” (MOTIVATE) is an innovative project within the Jean Monnet Actions run under Erasmus+ to support teaching, learning, research and debates on various aspects of the European Union. MOTIVATE has been designed by the University of Piraeus Research Center (UPRC) under the coordination of the Jean Monnet Chair on European Union’s Education, Training, Research and Innovation Policies and the Laboratory of Education Policy, Research, Development and Interuniversity Cooperation, Department of International and European Studies. The interdisciplinary team of the project consists of professors and researchers from eight Greek Universities which offer initial or continuous teachers training.

The aim of MOTIVATE is to organize targeted training activities enabling active and future teachers to increase their knowledge on the EU, to develop new skills, and to engage and include EU matters in school curricula and extracurricular activities. Enhancing the EU aspects in both schools and local societies enables young people and adults to acquire skills and competences necessary for active citizenship and participation in our European Democracy and have a greater say for the Future of Europe.

The mapping of the EU-related courses in the curricula of the university pedagogical department resulted from the existent literature gap, but also from the experience gained by the Laboratory of Educational Policy, Research, Development and Interuniversity Cooperation of the Department of International and European Studies of the University of Piraeus from the interaction with the teachers through European Programs, such as the Erasmus+ KA3 Teachers 4 Europe: Setting an Agora for Democratic Culture, 2018-2022 and the European School Ambassadors Programme. Initially, the scientific team had selected seventeen (17) university departments of pedagogical education. However, the research expanded to twenty-three (23) departments of preschool and elementary education, as well as teaching

schools that provide access to secondary education in nine universities. The team considers education and teachers to be important factors in promoting the understanding of the European Union. The Second European Education Summit, which took place in September 2019 under the title “Teachers first: excellence and prestige for the European Education Area”, underlined the central role of teachers and young students as drivers of the European project and its future.

Today, 135,393 active teachers (71,000 teachers of primary education and 64,393 of secondary education) and around 30,000 substitute teachers have almost no academic background in EU matters and hardly any knowledge of how the EU works, they are not familiar with how the EU functions, and even more so, they are not aware or do not utilize the available benefits and opportunities for themselves, their students, and the broader society.

The Council Recommendation of May 22, 2018 (2018/C 195/01) on Common Values, Inclusive Education, and the European Dimension of Teaching highlights that:

*Education in all of its types and at all levels and from an early age plays a pivotal role in promoting common values. It helps to ensure social inclusion by providing every child with a fair chance and equal opportunities to succeed. It provides opportunities to become active and critically aware citizens, and increases understanding of the European identity.*

(Council of the European Union 2018, point 5).

It also stresses that:

*Introducing a European dimension of teaching should aim to help learners experience European identity in all its diversity and strengthen a European positive and inclusive sense of belonging complementing their local, regional and national identities and traditions. It is also important for promoting a better understanding of the Union as well as an understanding of its Member States (ibid, point 18).*

In this vein, the Ministers committed to support the promotion of a European dimension of teaching and the empowerment of the educational staff to convey common values and promote active citizenship by promoting initial and continued

education, exchanges, and peer learning and peer counseling activities, as well as guidance and mentoring.

The structure of the mapping is as follows: Initially, there is a reference to the historical origins and evolution of pedagogical education departments in Greece. Subsequently, European funding in pedagogical departments is also examined. The fourth part concerns the mapping of study programs and courses related to the EU, which constitutes an unprecedented study involving twenty-three departments from nine Greek universities. This is followed by qualitative research that identifies the attitudes of academic and teaching staff in the departments towards the EU and the incorporation of relevant courses into the future educators' study programs. Then, the results of quantitative research among 1,000 students of pedagogical education departments are presented, which also represents a highly significant sample for the Greek case. Subsequently, the results of the quantitative research among 1,000 students of pedagogical departments are presented, also a highly significant sample for Greece. Finally, the last two chapters include the conclusions and policy recommendations.

## 2. Historical roots and development of the university departments of pedagogical education in Greece

The development of departments of preschool and elementary education in Greek universities took place only in the 1980s, with the abolition of the two-year Pedagogical Academies that did not belong to tertiary education. This trend was followed in all European countries (Antoniou, 2002; Cowen, 2002; Zgaga, 2013; Sarakinioti & Tsatsaroni 2015). The establishment of these departments was a direct result of the evolution of education as a subject of study and the increasing need for highly trained educators in the country (Mpouzakis, Tzikas, Athanasopoulos, 1998). This upgrade fits within the broader context of that era's efforts to elevate university studies in Greece, in the framework of its participation in the EU (Asderaki, 2021; Ansell, 2010: 250–1). The objective of this upgrading was twofold, as it included the institutional restructuring of educator training and the enhancement of the quality and content of education through the expansion of its academic foundation (Neave, 1992 as referred in Sarakinioti & Tsatsaroni, 2015).

In the first part of our analysis, we will examine the history and development of academic departments of pedagogical education in Greece, highlighting their role in shaping the primary and secondary education system in the country. The academic Departments of Pedagogical Education, which replaced the Greek Pedagogical Academies, began their operation in the mid-1980s<sup>1</sup> in nine universities; namely, at the National and Kapodistrian University of Athens, the Aristotle University of Thessaloniki, the University of Patras, the University of Ioannina, the Democritus University of Thrace (Alexandroupolis 1986-87), the University of Crete (Rethymno), the University of the Aegean (Rhodes), the University of Western Macedonia (Florina), and the University of Thessaly (Volos). These four-year departments were responsible for providing education to future teachers who are

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<sup>1</sup> Law 1268/1982 Official Gazette A'87/16.7.1982. The organization and operation of academic departments of pedagogical education were defined by Presidential Decree 320/83 - Government Gazette A', 116/07-09-1983.

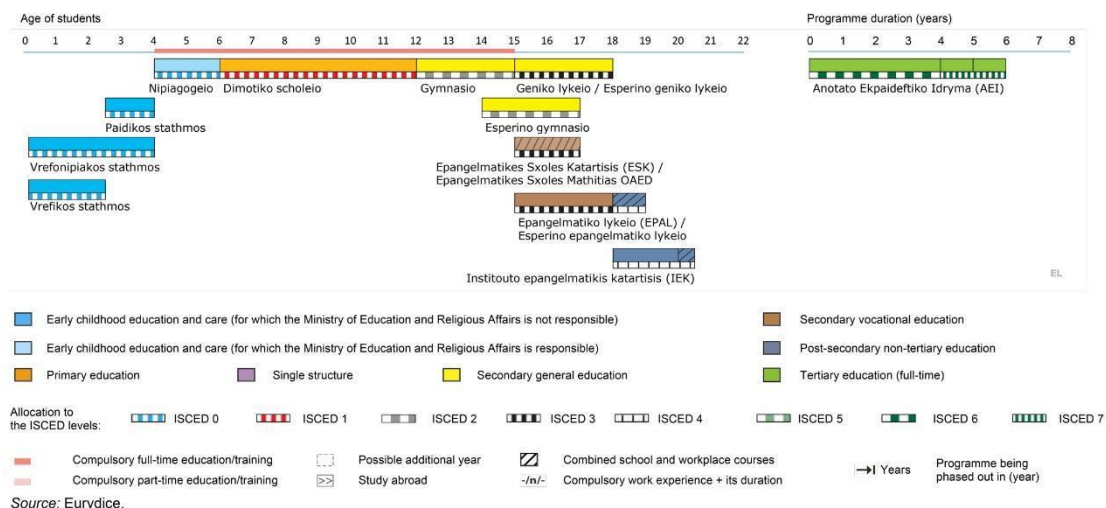
part of the primary education system<sup>2</sup>. Similarly, the two-year Nursery Teachers' Schools for kindergarten teachers were upgraded to either Pedagogical Departments of Kindergarten Teachers or Schools of Preschool Education Sciences, offering four-year courses of study, at the aforementioned universities. Additionally, the two-year Nursery School Teacher Training Colleges were abolished and replaced by four-year Departments of Nursery Education, some of which were later renamed as Departments of Preschool Education. For secondary education, the sole qualification in order to work as an educator remained the university degree in the corresponding field. Simultaneously, in certain university departments whose degrees provided access to secondary education, both general and professional, students had the opportunity to attend pedagogical courses offered by Departments within the same university. For instance, students from the Departments of Philosophy, Archaeology, History, and Psychology at the University of Athens could take courses from the Pedagogical Division of the Department of Philosophy, Pedagogical Psychology, and so on. Graduates from higher or tertiary education who wanted to work in Technical and Vocational Secondary Education were required to take mandatory Pedagogical and Teaching courses. Such programs were provided by the School of Professional and Technical Education, which was upgraded to the Higher School of Pedagogical and Technological Education in 2002, allowing students to obtain the Certificate of Pedagogical and Teaching Competence.

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<sup>2</sup> The primary education in Greece consists of the two-year Kindergarten, attendance of which is now mandatory (ages 4-6), and the six-year Primary School (ages 6-12).

**Figure 1. The Education System of Greece**

**Greece – 2022/2023**



Flouris (2010: 238) provides a periodization of the evolution of academic departments of pedagogical education, in which he argues that there was an initial transitional period between 1983 and 1989, during which historical memory and conservative pressures exerted by the pre-existing institutional framework of Pedagogical Academies were very strong. Subsequently, he identifies a second period of adjustment between 1990-1995, during which the departments began to find their path and shape their character as institutions of higher education. This leads to a third period of modernization after 1996, during which these departments enrich their offered studies in accordance with European standards, and develop various educational and research activities, such as teacher training programs, postgraduate and doctoral studies, and research programs.

The history and development of academic departments of pedagogical education in Greece have evolved through a long and dynamic process, reflecting the changing needs and priorities of the education system in the country as well as developments at the European and international levels. After metapolitefsi (the post-dictatorship years from 1974 onwards), the reforms in education had the consolidation of

democracy and the restart of the Europeanisation process of the country (Aderaki 2022: 493) as their primary objective. However, especially after the establishment of the internal market and the introduction of the corresponding article on education in the Maastricht Treaty, and the collapse of the bipolar world, the Greek system had to be modernized so that the country would adapt to European and international developments (Asderaki 2022: 494). Important reforms of the period 1995-2010 include the extension of compulsory education period to ten years, the introduction of the all-day school as well as the strengthening of Special Education and Intercultural Education, after the settlement of economic immigrants mainly from the former Eastern countries (ibid: 495).

As a result, new departments were established that focus purely on pedagogical issues, such as the Department of Special Education and the Department of Linguistic and Intercultural Studies at the University of Thessaly, among others that address educational policy matters such as the Department of Education Sciences and Social Work at the University of Patras and the Department of Social and Educational Policy at the University of Peloponnese. These departments have played a significant role in the development and promotion of educational science principles, providing training to future educators, and conducting research that has contributed to education policies and practices in Greece (Karras, 2013). Furthermore, their primary mission is the initial education of educators in primary and lower secondary education, which forms the core of compulsory education in Greece (Stamelos & Embalotis, 2001). Moreover, they promote interdisciplinary research and collaboration among researchers, educators and policy makers, significantly contributing to the advancement of the field of education.

However, these departments face significant challenges. Some of these pertain to their staffing with academic, laboratory, and administrative personnel, as well as the lack of infrastructure and funding. These challenges were particularly pronounced with regard to the support for research and the development of education in departments of preschool education (Birbili & Christodoulou, 2018). Additionally, during the decade of austerity programs, these departments and generally Higher Education in Greece experienced substantial reductions in public investments and the hiring of new personnel (Asderaki, 2021). The same applied to

primary and secondary education as the appointments of new teachers were "frozen", the unemployment rates were very high, while the recruitments mainly concerned substitute teachers under contracts. To this day, teaching about the EU in schools is a shortcoming of the Greek education system (Asderaki, 2019), as found by a relevant report of the European Commission.



### 3. European funding and programmes

EU funding has been an important source of support for the university departments of pedagogical education as well as for the development of education in the country. Funding has been provided through EU funds and programmes, such as the European Social Fund (ESF) and the European Regional Development Fund (ERDF), while funding for academic and student mobility comes from the Erasmus+ programme.

Both the initial education and the in-service training of school teachers has been (co)financed mainly by the ESF and the ERDF through the Community Support Frameworks, the Partnership Agreement for the Development Framework 2014-2020 and the current Partnership Agreement for the Regional Development 2021-2027. Within this framework, the Ministry of Education and Religious Affairs (currently Ministry of Education, Religious Affairs and Sports) established various structures for the implementation of Operational Programmes for Education and Initial Vocational Training (1994-1999, 2000-2006, National Strategic Reference Framework 2007-2013 and 2014-2020) and at the present time for the implementation of the sectoral programs for Human Resources and Social Cohesion, and the Digital Transformation of the country.

According to Sarakinioti and Tsatsaroni (2015), European funding contributed to the modernization of curricula during the period 2000-2006, as well as to the introduction of courses on environmental issues and gender and especially ICT courses in the majority of the pedagogical departments. Moreover, EU funding increased the opportunities for international collaborations, and the exchange of good practice and ideas for teaching and learning (ibid). Finally, these departments were the main beneficiaries for implementing specialized programmes for in-service teachers, as it is the case of the inclusion of vulnerable groups like Roma or the use of ICT in schools.

Funding through the Erasmus+ and Horizon programs plays an important role in promoting teaching and research. The Pedagogical Department of the University of Athens also participates as a partner in the CIVIS European University partnership. In addition, the European Social Fund has provided funding for the establishment of postgraduate programmes.

Symeonidis and other scholars found that EU funding has been of utmost importance for in-service teacher training and continuing professional development (Symeonidis 2022: 127); however, they consider that “teacher professional development in Greece is incidental and not guided by a coherent plan” (Karras & Oikonomidis, 2015; (Symeonidis 2022: 142), and that there is a loose motivation to participate in training activities since they are not directly linked with career or salary advancement (ibid: 143). However, this is no longer the case since accredited training actions, as well as the participation in European programs, are linked to the evaluation of teachers and to a point system for claiming leadership positions.<sup>3</sup>

In conclusion, EU funding for university pedagogical departments has been an important source of support for their development. EU funding improved the quality of the curricula, contributing significantly to the improvement of the education of future teachers. However, the lack of long-term planning and funding stability creates difficulties for planning and implementing effective programs and initiatives.

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<sup>3</sup>Article 72, Law. 4823/2021, Official Gazette A 136 - 03.08.2021.

## 4. Mapping the curricula and courses related to the EU

The purpose of curriculum mapping is to highlight the challenges and obstacles present in Greek academic departments of pedagogical education regarding teaching about the EU. For this reason, a study of the curricula of twenty-three (23) pedagogical science departments from nine (9) Greek universities was conducted (Table 1). The students of these departments constituted the target group for quantitative research, while the professors and instructors formed the target group for semi-structured interviews (qualitative research). The two main criteria for selecting these specific departments were: i) their pedagogical background and ii) their provision of pedagogical skills and competence to graduates, which grants access to primary and secondary education.

The objective of mapping these university departments is, firstly, to present some basic information about them and, secondly, to identify courses related to the EU following the study of their syllabi, which are posted on their respective websites. For the purpose of mapping the curricula of these specific departments, classification was conducted based on their characteristics, such as the university-of-origin's name in alphabetical order, department name, location, courses related to EU matters (directly or indirectly), and their hyperlinks.

**Table 1: Curriculum Mapping**

University	Departments	Base	Lessons related to the EU (directly or indirectly)	Hyperlink
Aristotle University of Thessaloniki	School of Early Childhood Education	Thessaloniki	none	<a href="https://www.nured.auth.gr/dp7nured/?q=en">https://www.nured.auth.gr/dp7nured/?q=en</a>
	School of Philosophy and Education		none	<a href="https://www.edlit.auth.gr/en/">https://www.edlit.auth.gr/en/</a>

	Department of Primary Education		1. Adult Education: The shaping of the field in Greece, the European Union and Internationally ( <i>selective course</i> )	<a href="https://www.ed.auth.gr/">https://www.ed.auth.gr/</a>
Democritus University of Thrace	Department of Education Sciences in Early Childhood	Alexandroupolis	1. Recent and modern history of European society ( <i>selective course</i> )	<a href="http://www.psed.duth.gr/">http://www.psed.duth.gr/</a>
	Department of Primary Education	Alexandroupolis	none	<a href="https://eled.duth.gr/">https://eled.duth.gr/</a>
National and Kapodistrian University of Athens	Department of Educational Studies	Athens	1. European Dimension in Education ( <i>selective course</i> )	<a href="https://en.eds.uoa.gr/">https://en.eds.uoa.gr/</a>
	Department of English Language and Literature	Athens	none	<a href="https://en.enl.uoa.gr/">https://en.enl.uoa.gr/</a>
	Department of French Language and Literature	Athens	none	<a href="https://en.frl.uoa.gr/">https://en.frl.uoa.gr/</a>
	Department of Philosophy	Athens	1. Modern European Philosophy I: Rationalism and European Enlightenment ( <i>compulsory course</i> ), 2. Modern European Philosophy II: Empiricism ( <i>compulsory course</i> ), 3. Modern European Philosophy III: Kant ( <i>compulsory course</i> ), 4. Modern European Philosophy IV: German Idealism ( <i>selective course</i> )	<a href="http://en.philosophy.uoa.gr/">http://en.philosophy.uoa.gr/</a>
	Department of Primary Education	Athens	none	<a href="http://www.pri medu.uoa.gr/">http://www.pri medu.uoa.gr/</a>
University of the Aegean	Department of Pre-school Educational	Rhodes	1. Educational Policy ( <i>compulsory course</i> )	<a href="http://www.pse.aegean.gr/en/">http://www.pse.aegean.gr/en/</a>

	Sciences and Design			
	Department of Primary Education	Rhodes	1. 20th Century European History ( <i>selective course</i> ), 2. International and European Education Policy ( <i>selective course</i> )	<a href="https://www.praegean.gr/?lang=en_us">https://www.praegean.gr/?lang=en_us</a>
University of Crete	Department of Preschool Education	Rethymnon	none	<a href="https://ptpe.edc.uoc.gr/en">https://ptpe.edc.uoc.gr/en</a>
	Department of Primary Education	Rethymnon	1. Modern Greek and European Literature ( <i>compulsory course</i> ), 2. Modern History: Greek and European ( <i>selective course</i> ), 3. Modern Greek and European History ( <i>compulsory course</i> )	<a href="http://ptde.edc.uoc.gr/eng/">http://ptde.edc.uoc.gr/eng/</a>
University of Ioannina	Department of Early Childhood Education	Ioannina	none	<a href="https://ecedu.uoi.gr/?lang=en">https://ecedu.uoi.gr/?lang=en</a>
	Department of Primary Education	Ioannina	none	<a href="https://ptde.uoi.gr/en/home/">https://ptde.uoi.gr/en/home/</a>
University of Patras	Department Educational and Social Work	Patra	1. European Education Policy ( <i>compulsory course</i> ), 2. European and Greek Social Policy ( <i>selective course</i> )	<a href="https://www.edu-sw.upatras.gr/">https://www.edu-sw.upatras.gr/</a>
	Department of Educational Sciences and Education in Preschool Age	Patra	1. Preschool Education and Training Institutions in Europe ( <i>selective course</i> ), 2. Issues of European History ( <i>selective course</i> )	<a href="http://www.ecedu.upatras.gr/">http://www.ecedu.upatras.gr/</a>
University of Thessaly	Department of Special Education	Volos	none	<a href="https://www.sed.uth.gr/index.php/gr/english">https://www.sed.uth.gr/index.php/gr/english</a>

	Department of Primary Education	Volos	none	<a href="https://pre.uth.gr/">https://pre.uth.gr/</a>
	Department of Early Childhood Education	Volos	none	<a href="http://www.ece.uth.gr/main/">http://www.ece.uth.gr/main/</a>
University of Western Macedonia	Department of Early Childhood Education	Florina	none	<a href="https://nured.uowm.gr/en/">https://nured.uowm.gr/en/</a>
	Department of Primary Education	Florina	1. Pedagogy (compulsory course) 2. All day school: Theory and practice (selective course)	<a href="https://eled.uowm.gr/en/">https://eled.uowm.gr/en/</a>

Although there are references to the Erasmus+ program and other related European programs in the detailed curricula and available study guides of the selected academic departments, there are no specifically targeted mandatory courses focusing on the EU and its functioning, except for ‘European Educational Policy’, which appears as a mandatory or elective course in three out of the twenty-three (23) departments. Generally, there are few courses or references to the European Union in the identified related courses during the conduction of this mapping. Additionally, it is worth noting that most of the directly or indirectly related courses are electives rather than mandatory; namely, they are not attended by all students of these departments. In several departments, there are courses that focus on broader topics such as lifelong learning and education, but they do not address the formulation of key strategies for lifelong learning taking place at the European level or for the European education area. Similarly, there is a shortage of academic and research staff with relevant expertise in the subject.

It is important for aspiring educators to acquire the necessary knowledge and skills in order to effectively teach their students about the basics of the EU in the future. After all, among the EU member states, more than 50% of educators in primary and secondary education include topics related to the EU in their teaching (European Commission, 2020). To strengthen such a strategy in Greece, the cultivation of relevant knowledge and skills through enrollment in academic departments of educational sciences is essential, as highlighted by the results of this research.

## 5. Qualitative research with academic and teaching staff

### A. Qualitative methods

In order to uncover the knowledge, perceptions and teaching tools of the academic staff of pedagogical and education university departments in Greece, which are related to the European Union, semi-structured interviews were used with 20 academic staff members. Continuous comparison was applied, which includes two main aspects (Glaser & Strauss 1967):

- i. The first is related to the continuous comparison of approaches, processes and ideas with each other to gradually classify them into separate categories.
- ii. The second compares incidents, events, approaches and ideas with the different dimensions of the categories to create broader categories.

The first procedure aims at a general categorization of the qualitative data, while the second one aims at a precise identification of the different dimensions.

Coding of the qualitative data in this study followed the established coding pathway in three phases.

#### a) Open coding

This process includes the detailed and usually line-by-line attribution of meaning to qualitative data to gradually categorize them. Each code is, in fact, an “analytical tool” for segmenting the qualitative data into thematic areas corresponding to specific categories.

#### b) Axial coding

Axial coding mainly involves the association of categories with their subcategories. The subcategories are, in fact, the specific dimensions of the general categories, the identification of which is necessary for the gradual construction of the theory.

#### c) Selective coding

In the selective coding, the data is gradually transformed into theoretical propositions through the identification of the core category. The core category is a theoretical construction that contributes to the interpretation of the cognitive puzzle of the research by answering the research questions to a satisfactory level.

Qualitative research was chosen because it presupposes a natural flow in the methods used (Lincoln & Guba, 1985). In addition, an introspection into the interviewees' own personality can be carried out in order to understand not merely their beliefs, but also the causes-influences that determine individual characteristics.

In addition, the semi-structured interviews with academic staff of pedagogical and education academic departments in Greece was chosen as, due to the inclusion of predefined questions, it constitutes a widely used qualitative research method of data collection and production that shows similarities with fully structured interviews (Mason, 2017; Tzagkarakis & Kritas, 2022). However, the main difference between semi-structured interviews and structured interviews is the flexibility they have in terms of question layout and format-content, as the researcher can modify them when he/she deems necessary to achieve the best possible qualitative data collection (Robson, 2002).

## **B. Results -Discussion**

Twenty semi-structured interviews were conducted (see interview guide in Appendix I) with teaching staff from academic departments of pedagogical education in Greece. Specifically, 4 interviews were conducted with staff from the National and Kapodistrian University of Athens, 3 with staff from the University of the Aegean, 5 with staff from the University of Western Macedonia, 5 with staff from the University of Thessaly, and 3 with staff from the University of Crete. It was not possible to collect responses from the Aristotle University of Thessaloniki, the University of Ioannina, the Democritus University and the University of Patras. The sample was evenly distributed by gender.

Out of the interviewees, 10 were male and 10 were female. Eight were associate professors, 4 were assistant professors, 3 were professors, and 2 were Special



Teaching Staff. The majority of the interviewees (12) belonged to the age group of 51-60, 4 in the age group of 41-50, 2 between 31-40, and 2 were over 60 years old.

The interview guide included eight questions related to the participants' knowledge, views and teaching methods about the EU (see Appendix 1). The first question emphasizes participant knowledge about the EU. Most of them (16 out of 20) seem to possess general information about the EU; for example, as they note, it is a supranational organization that promotes solidarity among member states and their populations, democracy, transparency, trade and human rights. They mainly focus on the EU's role in economy and trade. There are, however, five interviewees who provide more detailed insights into the functioning of the EU and its institutional bodies. These interviewees highlight the importance of the values advocated by the EU and emphasize the significance of enhancing individual member states through cooperation within its borders. No differences were detected based on gender, geographical distribution, academic rank, or age. The following excerpts are typical:

*“The EU is a supranational organization. It was founded to promote solidarity between the people and the states of Europe. It is based on commonly accepted principles (justice, freedom, equality) and acts as a mechanism for economic and wider social progress for its members” (Interview 2).*

*“The European Union is the common market for trade, based on the principles of security, equality, justice, democracy, transparency, freedom and the respect of human rights. It is based on a series of agreements signed between the Member States which, among other things, concern the mobility of citizens. Particularly important is the Lisbon Treaty of 2007, which gave greater powers to the European Parliament, separated the competences of the EU from those of the Member States and those that are shared, and aims to promote democracy but also to tackle global problems, such as climate change, through consensus” (Interview 3).*

*“I know that the EU seeks, through cooperation and democratic decisions, peace, security, the promotion of human rights and social welfare” (Interview 7).*

However, it was observed that some participants (5) did not have sufficient knowledge about the EU and reported having general knowledge of it, but were unable to provide further specific information.

Regarding the next question, participants were asked about their opinion on developments within the EU, specifically regarding the European Higher Education Area. Several participants (14 out of 20) seem to have a positive view of general EU developments, noting the promotion of economic growth, technological progress, social cohesion, and job security as consequences of European integration. Specifically regarding the European Higher Education Area, these participants emphasize positive aspects, such as collaboration among educational institutions at all levels, linking education to economic and social goals, student exchange, outward orientation, skill and knowledge development, internationalization of education, sharing best practices, mitigating inequalities in education, and promoting the intercultural dimension of education.

*“Current trends in the EU are positive. Despite any problems in relations between Member States and the nation-state dynamics within the EU, the EU appears to be a competitive and dynamic service economy that fosters knowledge and technology. And over the last five years, it has increasingly pursued sustainable economic growth, job security and social cohesion” (Interview 2).*

At the level of educational policy, the majority of the participants (14 out of 20) have a positive opinion regarding the contribution of the EU through programs like Erasmus, Horizon and the European University initiative such as Civis. They believe that participants of these programs can acquire critical knowledge, experience, and skills essential for improving the quality of life.

*“Developments have been particularly significant in recent years as in the field of education, the exchange of students through the Erasmus programme has enabled a significant number of students from Greece to gain the experience of studying in another country of the European Union, and to benefit in terms of knowledge and skills but also through the introduction to a new culture. The particular emphasis placed on increasing knowledge and skills, including digital*

*skills, of both children, adolescents and adults, is of great value for improving quality of life, extroversion and competitiveness” (Interview 4).*

*“What I know in relation to education is that there has been a lot of development. The Civis program, which includes 11 different countries and universities that are cooperating extremely well ... research programs are open, such as Horizon and develop research and not only the education of students” (Interview 13).*

On the other hand, some respondents (6 out of 20), all from regional universities (Western Macedonia and Crete), believe that positive developments at the European level are slow, and the allocated resources are insufficient and should be increased, especially in the field of education. They simultaneously point out that the technocratic structure of the EU does not provide the necessary solutions to citizen issues and to issues of the educational sector. Areas of criticism by these respondents about the European Education Area include the homogenization and privatization of education, ranking policies, competition, the unilateral connection of education with the economy, the constant emphasis on training primarily leading to flexible forms of employment, and the degradation of the humanitarian role of education. The following excerpts illustrate these viewpoints:

*“Things are moving extremely slowly. Limited funds are invested in the education sector compared to other, less important sectors” (Interview 8).*

*“EU directives and policies are becoming more and more technocratic. Also another element is that there are quantitative indicators that are necessary, but there is limited focus on the specifics of each state” (Interview 10).*

*“Specifically in the field of education, I disagree with the direction that the European Union has adopted through fundamental documents (White and Green Papers) and Treaties (e.g. Maastricht, Bologna Declaration), concerning the linkage of education with the needs of the economy, the emphasis on continuous training to respond to flexible forms of work ... and more broadly, the downgrading of the humanistic character of education” (Interview 5).*

*“The developments are not positive. The model is evolving into a neoliberal one and distorts the character of the historic University where at least my generation studied. Competition for funding (for what reason?) instead of broader collaborations, problematic indicators and measurements for various rankings, growing bureaucracy, underfunding, and so on” (Interview 6).*

The next question of the interview focused on the interviewees’ academic departments and specifically on their evaluation about the level at which they provide students with the necessary knowledge and skills about the EU. All the interviewees from the National and Kapodistrian University of Athens (4) and the University of the Aegean (3) stated that students acquire the necessary knowledge both from the relevant taught courses and from the programs they participate in, such as Erasmus. One interviewee from the University of Western Macedonia, two from the University of Thessaly, and two from the University of Crete stated that their students acquire knowledge about the EU, but mainly through elective courses or through programs. However, they emphasized that further enhancement is necessary.

*“In general, I believe that future teachers are provided with sufficient knowledge about the European Union, focusing on issues related to the history of Europe and the European Union, European educational policy, European research and mobility programs” (Interview 11).*

*“Our students, as future teachers, are familiar to a very satisfactory degree with the structure and role of the EU. For this reason they show interest in the relevant opportunities offered to them especially in terms of gaining professional student and teaching experience. (Erasmus +, Swiss mobility)” (Interview 2).*

*“I am not aware of specific courses or programs that focus on the European Union, but I believe that in certain courses related to Educational Policy, Study Programs, Intercultural Education, Environmental Education, etc., there are opportunities for students to learn about the European Union” (Interview 16).*

However, confirming the findings of the quantitative research, most respondents (12/20) state that their departments do not adequately provide students with the necessary knowledge about the European Union:

*“[the department] does not provide knowledge about the European Union” (Interview 9).*

*“I don't think we're offering a course or information or even a seminar. We offer limited opportunities to use the Erasmus+ program with very low funding which covers only a very small percentage of the costs” (Interview 19).*

*“There is a lack of student training opportunities for the European Union” (Interview 8).*

*“At the moment there is nothing! I think it will help them [to add modules about the EU] to understand and possibly become more active etc. It will help them to become, perhaps, better citizens of the world” (Interview 15).*

The next issue examined through questions 11 and 12 (see Appendix 1) concerned the teaching methods used to familiarize students with the EU and the use of ICT. Although most respondents (14/20) state that alternative or modern methods like experiential learning and ICT are used, none of them mention any teaching method specifically focusing on the EU, such as simulation. Consequently, a significant gap is identified in terms of both education in new teaching methods and in the use of ICT, especially with regard to issues about the European Union. Specifically, as concerns ICT, they attribute the causes to the limited skills of the personnel and to the outdated equipment. An illustrative example is the following:

*“There are several tools and modern teaching methods that are not usually used in Greek universities. Platforms have been created, for example; distance learning platforms, MOOCs and tools like those that contribute to the creation of “contexts” of playful learning (e.g. i-CONTENT GAMIFICATION). But while we know about them*

*and can understand their benefits or even do research with them, we do not use them. And we are not exploiting them because, on the one hand, we have not been properly trained to do so and, on the other, because, most importantly, we do not have the necessary technological equipment in our universities to support our courses in innovative ways.” (Interview 14).*

With the exception of one interviewee who considers European programs at the level of research and education to be indifferent, all others state that their existence is extremely positive (questions 13 and 14, see Appendix I) and should be further reinforced. They highlight that these programs enhance research, innovation, knowledge, and skills for both teaching-research staff and students. Furthermore, almost one third of them (6/20) participate in or have served as scientific coordinators in such programs. The interviewees emphasize the critical importance of European funding for the development of these programs and point out that these specific programs are necessary as they promote international collaborations, the exchange of perspectives and ideas, the quality of education, lifelong learning, the link between academic and professional life, cultural enrichment, research, and opportunities.

*“Existing educational programs and educational research are considered necessary for the following reasons: They strengthen international cooperation, promote the exchange of views and ideas, develop and improve the quality of teaching in the Faculties/Departments of the Universities, constitute a means of lifelong learning and training for the staff of the Universities and link the academic life with professional activity” (Interview 3).*

*“My opinion is generally positive and I consider the contribution of the programs important for both sectors [research and education] as they work effectively both in the direction of strengthening university research, which in Greece is underfunded, and in the cooperation between European countries, especially when they represent different pedagogical and educational traditions, in the promotion of successful practices and in communication and cooperation between them” (Interview 14).*

Half of the interviewees point out that the European programs should further increase the participation rates of both students and educators. Additionally, they raise issues that, in their opinion, need improvement. These include reducing bureaucracy, enhancing the adaptation of programs to specific local conditions, increasing programs geared towards humanities, and improving information dissemination. Furthermore, two interviewees mention that these programs are now more accessible to lobbyists, leading to exclusionary tendencies. Additionally, the thematic focus of some programs is considered superficial, lacking more specialized or practical content. Characteristic excerpts are the following:

*“Most of the time they are indifferent to me. We haven't resolved the basics and we deal with the details by saying that they are related to modern reality!”*  
(Interview 10).

*“The programs are interesting but not sufficient and do not act as incentives for the mobility of sufficient numbers of students and teachers”* (Interview 15).

*“I think there are a few [...] What I've come to understand is that as the years go by, the amounts given are getting larger, but they are mainly given to professionals. It's like this kind of professional small projects have developed [...] I believe that a bit of an oligarchy of exploitation, participation, and access to community resources is being created. Well, it needs some attention”* (Interview 13)

The qualitative research reveals that although there are some general knowledge or general references to the European Union in certain academic departments of pedagogical education, these do not seem to develop solid EU-related knowledge for the students, as the latter is not a central subject of study, but rather peripheral or even nonexistent in the available curricula. This perception seems to be shared by several interviewees. Similarly, there is a shortage of academic and research staff with relevant expertise in the subject.

The aforementioned finding aligns completely with the low levels of knowledge and skills among students in this specific field (academic subject), as revealed by the quantitative research on students (see the next chapter). In reality, most departments do not have a specific unit or course, either within their curriculum or as part of other related courses.

In general, the academic staff possesses a significant level of general knowledge about the EU, but there is a lack of specific knowledge not only about the institutional structure of the EU, its functioning, institutions and policies, but also about its programs and opportunities. While most interviewees seem to have some general knowledge, primarily about the Erasmus program, only a few show that they know more about other programs. Additionally, some do not consider the existing programs to adequately address the real needs of universities and society, and they believe that improvements are needed to increase participation, reduce bureaucracy, and enhance humanities studies.

Similarly, it appears that while they generally have knowledge of learning platforms and ICT tools for learning, they are not familiar with specific digital platforms and ICT learning opportunities provided by EU institutions—particularly those developed to enhance knowledge and skills for the purpose of learning about the EU. Additionally, some are opposed to the use of such educational tools, considering them unsuitable for educational purposes.

Furthermore, a significant finding highlights the connection between the interviewees who express criticism towards the EU -specifically, the European Education Area- and the fact that their departments do not offer courses on the EU. While almost all consider European education and research programs necessary, the majority of these critics also express concerns about bureaucracy, lack of adaptation to local contexts, inadequate technical support, information deficits, superficial subject matter, and the need for lobbying to ensure the successful outcome of a proposal.



## 6. Quantitative Research with in 1.000 students

### Quantitative methods

The questionnaire designed for the quantitative research targeted one thousand students of educational departments from Greek universities. It consisted of a total of forty-three (43) questions (Appendix II). The first twelve (12) questions pertained to demographic characteristics (Part A), the following sixteen (16) questions concerned the perception of female and male students regarding their own knowledge about the European Union (Part B), and the remaining eleven (11) questions were related to their perception of knowledge and skills regarding various teaching methods for the European Union (Part C).

Lastly, four (4) questions pertain to their level of knowledge about the European Higher Education Area and the Erasmus+ program, whether they wish to learn more about the EU from their department as well as whether they consider it important that they, as future educators, should teach about the EU (Part D). In addition to the demographic questions and the responses allowing for 'Yes' or 'No' answers, the second, third and fourth sections of the questionnaire employed a five-point Likert scale to better determine the relative intensity of responses received for these specific questions. The answers to these specific questions were indicative of the following scale: 1=Not at all, 2=A little, 3=Moderate, 4=Much, 5=Very much.

The research sample consists of one thousand (1,000) responses, originating from twenty-three (23) academic departments of educational studies from nine (9) Greek universities. In the initial proposal, the target group was set to collect one thousand responses from undergraduate students across seventeen departments. To ensure accurate representation, an additional six departments were included.

Data collection was conducted through an online questionnaire distributed to students by their respective teaching staff. The Academic Institutions and Departments focused on the quantitative aspect of this study in alignment with those departments that underwent curriculum mapping by the research team. The

descriptive analysis was performed using the statistical analysis software IBM SPSS Statistics V.26.

## A. Demographical data

### A.1. Gender in pedagogical studies

The first question concerned the biological gender of the respondents. In this question, 13.3% answered that they are males, while 86.7% answered that they are females (see Figure 2 and Table 2). Although this ratio may initially seem to indicate an uneven distribution between genders, it is actually accurate for the Greek reality, as the sample consists of female/male students of pedagogical and educational departments, where there is an increased enrollment by females.

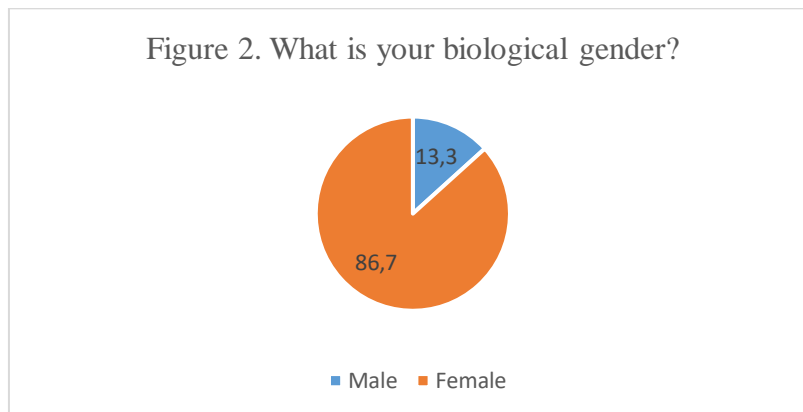


Table 2. What is your biological gender?

		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	Male	133	13,3	13,3	13,3
	Female	867	86,7	86,7	100,0
	Total	1000	100,0	100,0	

According to the latest available data from the Hellenic Statistical Authority (ELSTAT, 2019), the selected academic departments under study have 17499 students, from which 2368 are male and 15131 are female. Thus, male students constitute 13.47% of

the total student population, while female students constitute 86.47% of it (see Table 3). Therefore, the quantitative survey is appropriately distributed by gender, according to the actual distribution of the total student population.

**Table 3: Distribution of the total student population**

University	Department	Males	Females
Aristotle University of Thessaloniki	School of Early Childhood Education	51	1106
	School of Philosophy and Education	174	889
	Department of Primary Education	219	1041
Democritus University of Thrace	Department of Education Sciences in Early Childhood	47	560
	Department of Primary Education <sup>4</sup>	-	-
National and Kapodistrian University of Athens	Department of Educational Studies	41	256
	Department of English Language and Literature	141	1044
	Department of French Language and Literature	70	446
	Department of Philosophy	115	247
	Department of Primary Education	220	1073
University of the Aegean	Department of Pre-school Educational Sciences and Design	51	539
	Department of Primary Education	172	637
University of Crete	Department of Preschool Education	35	704
	Department of Primary Education	130	594
University of Ioannina	Department of Early Childhood Education	63	1165
	Department of Primary Education	185	747
University of Patras	Department Educational and Social Work	194	935
	Department of Educational Sciences and Education in Preschool Age	28	645
University of Thessaly	Department of Special Education	96	505
	Department of Primary Education	146	628
	Department of Early Childhood Education	31	617
University of Western Macedonia	Department of Early Childhood Education	53	433
	Department of Primary Education	106	320
<b>Total</b>		2368 (13,53%)	15131 (86,47%)

Source: ELSTAT (2019)

Relevant studies and data confirm this particular finding. Hence, the study of the Gender and Equality Issues Office (ΘΕ.ΦΥΛ.Ι.Σ.) of the National and Kapodistrian

<sup>4</sup> There is no data available for the Department of Primary Education of the Democritus University of Thrace.

University of Athens revealed that in 2010 in the Department of Preschool Education, only 5% of students are male and 95% female. Similarly, in the Department of French Language and Philology, 10.5% were male and 89.5% were female, while in the Department of Primary Education, 21% were male and 79% were female (ΘΕ.ΦΥΛ.ΙΣ, 2010: 7). Similarly, more recent available data from the Gender Equality Committee (ΕΙΦ) of the University of Crete show that in the Department of Preschool Education only 6.46% of those enrolled are male, while 93.54% are female, and in the Department of Primary Education 23.5% are male and 76.5% are female (ΕΙΦ, 2021: 6).

In the same context, available data from the Action Plan for Gender Equality (ΣΔΙΦ) of the Aristotle University of Thessaloniki show that in the Department of Preschool Education and Education Sciences only 6.59% of the students are male, while 93.41% are female, while in the Department of Primary Education 22.63% are male and 77.63% are female (ΣΔΙΦ, 2022: 15-16).

The feminization of teaching is not limited to Greece. According to Eurostat data for 2020, 61.5% of high school teachers (upper secondary education) and 68.5% of middle school teachers (lower secondary education) are women (Eurostat, 2020a), with the percentage particularly increasing in primary education (86%) (Eurostat, 2020b). However, the same does not apply to leadership positions in education. Only 19 out of 58 primary education directorates and 2 out of 13 regional education directorates were held by women in 2019 (Ntouna, 2021).

## **A.2. Age distribution**

The second question was about the age distribution of the respondents. As shown below, the age distribution is structured as follows: 18.2% are 18 years old, 22.2% are 19 years old, 19.8% are 20 years old, 16.5% are 21 years old, and 23.3% are 22 years or older (See Figure 3 and Table 4).

Figure 3. What is your age?

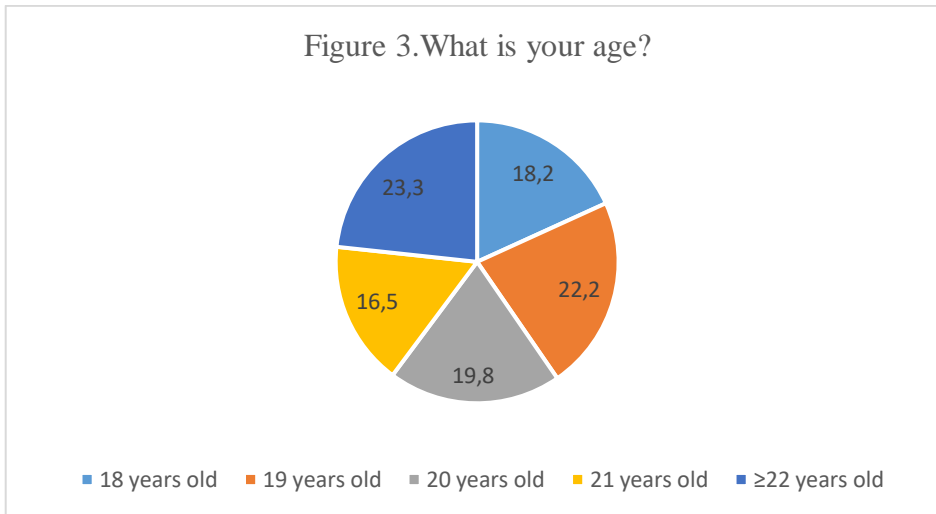


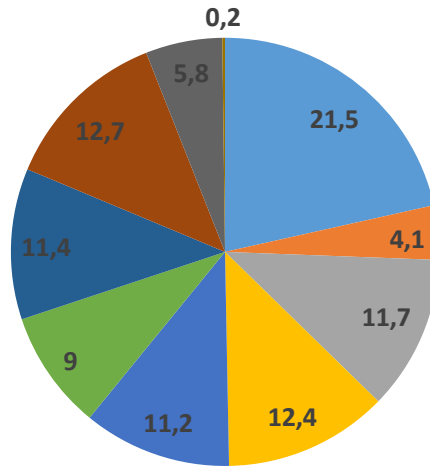
Table 4. What is your age?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	182	18,2	18,2	18,2
	19	222	22,2	22,2	40,4
	20	198	19,8	19,8	60,2
	21	165	16,5	16,5	76,7
	22+	233	23,3	23,3	100,0
Total		1000	100,0	100,0	

### A.3. Academic department distribution

In the study, students from 23 departments of 9 selected Greek universities participated, as shown in the following table (see Figure 4 and Table 5). 21.5% of the respondents study at departments of the National and Kapodistrian University of Athens, 12.5% study at the University of Crete, 12.4% at the University of the Aegean, 11.7% at the Democritus University of Thrace, 11.4% at the University of Ioannina, 11.2% at the University of Western Macedonia, 9% at the University of Thessaly, 5.8% study at the University of Patras and 4.1% of the respondents study at the Aristotle University of Thessaloniki.

Figure 4. University of studies



- National and Kapodistrian University of Athens
- Aristotle University of Thessaloniki
- Democritus University of Thrace
- University of Aegean
- University of Western Macedonia
- University of Thessaly
- University of Ioannina
- University of Crete
- University of Patras
- Missing

Table 5. In which department and university do you study?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Department of Educational Studies National and Kapodistrian University of Athens	108	10,8	10,8	10,8
	School of Primary Education Aristotle University of Thessaloniki	8	,8	,8	11,6
	Department of Primary Level Education Democritus University of Thrace	20	2,0	2,0	13,6
	Department of Primary Education National and Kapodistrian University of Athens	59	5,9	5,9	19,5
	Department of Primary Education University of the Aegean	69	6,9	6,9	26,4
	Department of Primary Education University of Western Macedonia	31	3,1	3,1	29,5
	Department of Primary Education University of Thessaly	23	2,3	2,3	31,8
	Department of Primary Education University of Ioannina	57	5,7	5,7	37,5

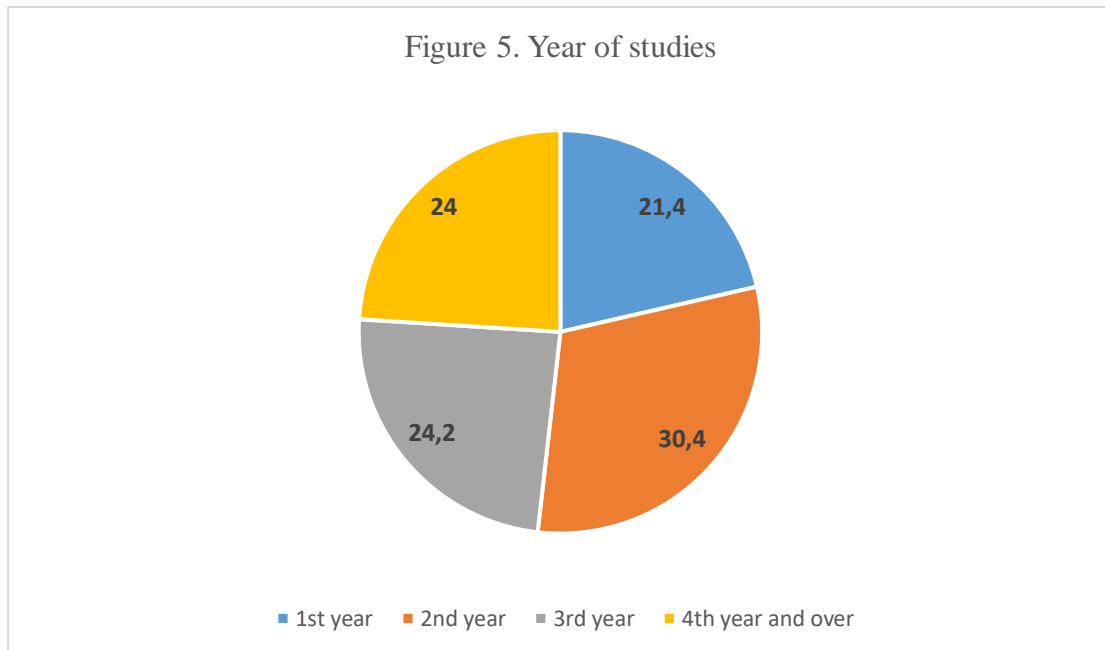
Department of Primary Education University of Crete	92	9,2	9,2	46,7
Department of Special Education University of Thessaly	44	4,4	4,4	51,1
Department of Early Childhood Education University of Western Macedonia	81	8,1	8,1	59,2
Department of Early Childhood Education University of Ioannina	57	5,7	5,7	64,9
Department of Early Childhood Education University of Thessaly	23	2,3	2,3	67,2
Department of Preschool Education University of Crete	35	3,5	3,5	70,7
Department of English Language and Literature National and Kapodistrian University of Athens	14	1,4	1,4	72,1
Department of French Language and Literature National and Kapodistrian University of Athens	15	1,5	1,5	73,6
Department of Educational Sciences and Social Work University of Patras	9	,9	,9	74,5
School of Early Childhood Education Aristotle University of Thessaloniki	24	2,4	2,4	76,9
Department of Educational Sciences and Early Childhood Education University of Patras	49	4,9	4,9	81,8
Department of Education Sciences in Early Childhood Democritus University of Thrace	97	9,7	9,7	91,5
Department of Sciences of Preschool Education and Educational Design University of the Aegean	55	5,5	5,5	97,0
Department of Philosophy National and Kapodistrian University of Athens	19	1,9	1,9	99,0
School of Philosophy and Education Aristotle University of Thessaloniki	9	,9	,9	99,9
Missing	,2	,2	,2	100,0
<b>Total</b>	1000	100,0	100, 0	

#### A.4. Year and semester of studies

The duration of undergraduate studies in academic departments of pedagogical education is eight semesters, equivalent to four (4) academic years (240 ECTS), which

can be extended by four semesters according to recent legislation (Law 4857/2022). However, the previous legislation allowed students to remain enrolled for an indefinite period of time, without benefiting from the privileges enjoyed by active students (free books, reduced fares, housing allowance, etc.). Undergraduate studies in Greece are offered free of charge.

In the research, an attempt was made to achieve a relatively even distribution among the years of the surveyed students, as evident in Figure 5 and Table 6, in order to equally capture their perspectives at all stages of their undergraduate studies.



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10th semester	2	,2	,2	,2
	11th semester	1	,1	,1	,3
	12th semester	1	,1	,1	,4
	13th semester	2	,2	,2	,6
	14th semester	2	,2	,2	,8
	1st semester	204	20,4	20,4	21,2
	2nd semester	10	1,0	1,0	22,2
	3rd semester	273	27,3	27,3	49,5

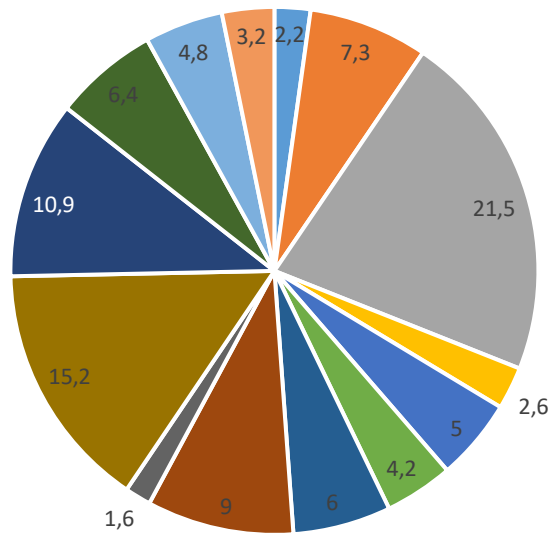


4th semester	31	3,1	3,1	52,6
5th semester	173	17,3	17,3	69,9
6th semester	69	6,9	6,9	76,8
7th semester	170	17,0	17,0	93,8
8th semester	25	2,5	2,5	96,3
9th semester	37	3,7	3,7	100,0
Total	1000	100,0	100,0	

### A.5. Place of origin

The demographic data collected in this specific research includes the representation of the respondents' place of origin, with the aim of investigating possible correlations with their views on the EU. Origins from all 13 Regions of Greece are identified. Notably, the Attica Region and the Central Macedonia Region constitute the two regions from which the majority of respondents originate. This observation aligns with the demographic data of these two regions, as they are the most populous in the Greek territory (ΕΛΣΤΑΤ, 2022) (see Figure 6, Table 7 for detailed information).

Figure 6. Place of origin



- Abroad
- Region of Attica
- Region of Western Greece
- Region of Epirus
- Region of Ionian Islands
- Region of Crete
- Region of Peloponnese
- Region of Eastern Macedonia and Thrace
- Region of North Aegean
- Region of Western Macedonia
- Region of Thessaly
- Region of Central Macedonia
- Region of South Aegean
- Region of Central Greece

Table 7. Place of origin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Abroad-Albania	7	,7	,7	,7
	Abroad-Germany	1	,1	,1	,8
	Abroad-USA	4	,4	,4	1,2
	Abroad-Cyprus	8	,8	,8	2,0
	Abroad-Turkey	2	,2	,2	2,2
	Region of Eastern Macedonia and Thrace	73	7,3	7,3	9,5
	Region of Attica	215	21,5	21,5	31,0
	Region of North Aegean	26	2,6	2,6	33,6
	Region of Western Greece	50	5,0	5,0	38,6

Region of Western Macedonia	42	4,2	4,2	42,8
Region of Epirus	60	6,0	6,0	48,8
Region of Thessaly	90	9,0	9,0	57,8
Region of Ionian Islands	16	1,6	1,6	59,4
Region of Central Macedonia	152	15,2	15,2	74,6
Region of Crete	109	10,9	10,9	85,5
Region of South Aegean	64	6,4	6,4	91,9
Region of Peloponnese	48	4,8	4,8	96,7
Region of Central Greece	32	3,2	3,2	99,9
Missing	1	,1	,1	100,0
Total	1000	100,0	100,0	

#### A.6. Working during studies

The majority of the surveyed students respond that they do not work alongside their studies; however, a significant percentage (34.5%) states that they do work (see Figure 7 and Table 8 for detailed information). Non-working students in Greece are financially supported by their parents.

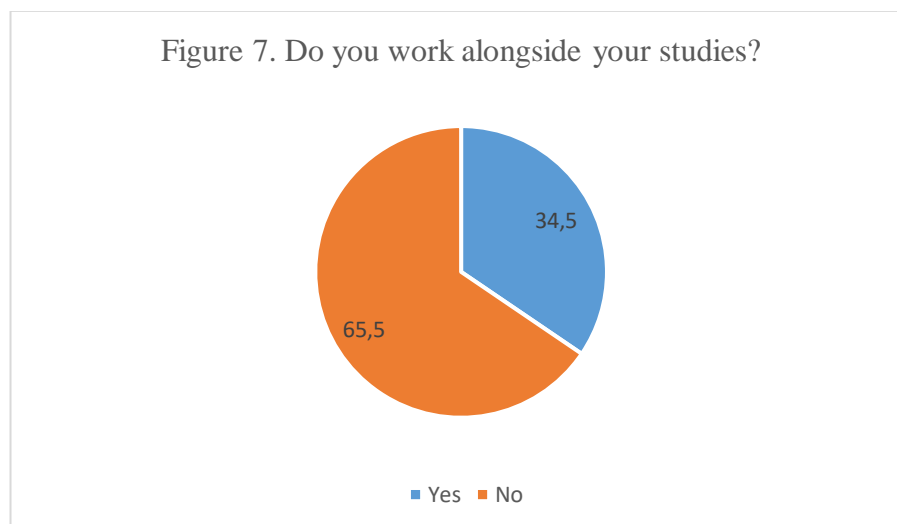


Table 8. Do you work alongside your studies?

Valid	Yes	Frequency	Percent	Valid Percent	Cumulative Percent
		345	34,5	34,5	34,5

No	655	65,5	65,5	100,0
Total	1000	100,0	100,0	

### A.7. Education level of the mother

The educational level of the parents of the surveyed students was also examined in order to explore the family profile of the respondents and potential correlations with their answers. Regarding the educational level of the respondents' mothers, 48.9% indicate having graduated from high school or vocational high school, 29.6% have higher education degrees, and only 6.2% hold a postgraduate degree. This data highlights that the majority of the respondents' mothers do not have higher education level (see Figure 8 and Table 9 for detailed information).

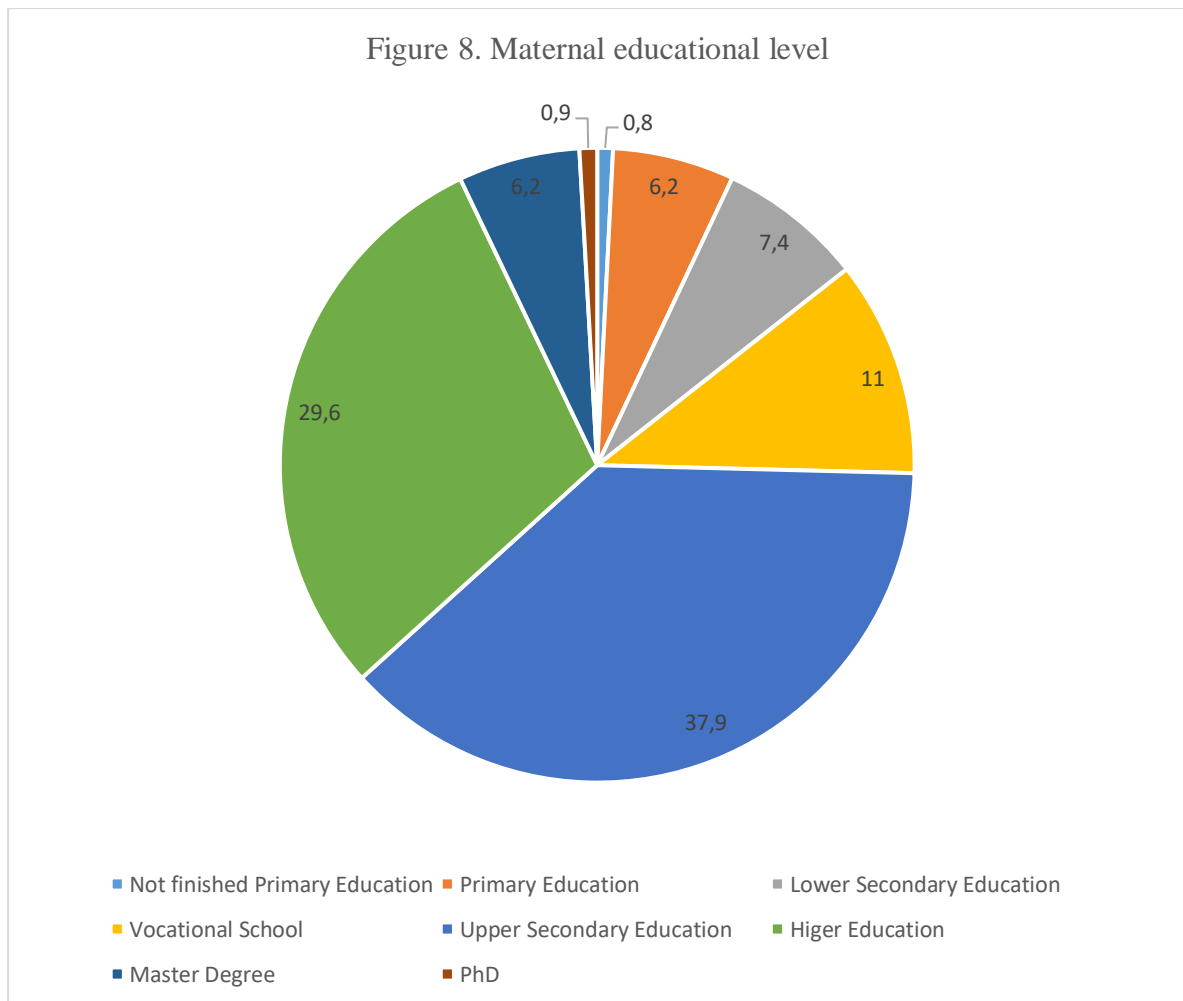


Table 9. Maternal educational level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Higher Education	296	29,6	29,6	29,6
	Lower Secondary Education	74	7,4	7,4	37,0
	Primary Education	62	6,2	6,2	43,2
	Vocational School	110	11,0	11,0	54,2
	Upper Secondary Education	379	37,9	37,9	92,1
	Not finished Primary Education	8	,8	,8	92,9
	PhD	9	,9	,9	93,8
	Master Degree	62	6,2	6,2	100,0
	<b>Total</b>	1000	100,0	100,0	

#### A.8. Education level of the father

Regarding the educational level of the surveyed students' fathers, it is clear that it is lower compared to that of the mothers, as 48.5% have completed general or vocational high school, 10.7% have completed lower secondary education only, and 6.7% have completed elementary school. On the other hand, 27.2% hold a degree from a higher education institution, and only 3.9% hold a postgraduate degree (see Figure 9 and Table 10).

Figure 9. Paternal educational level

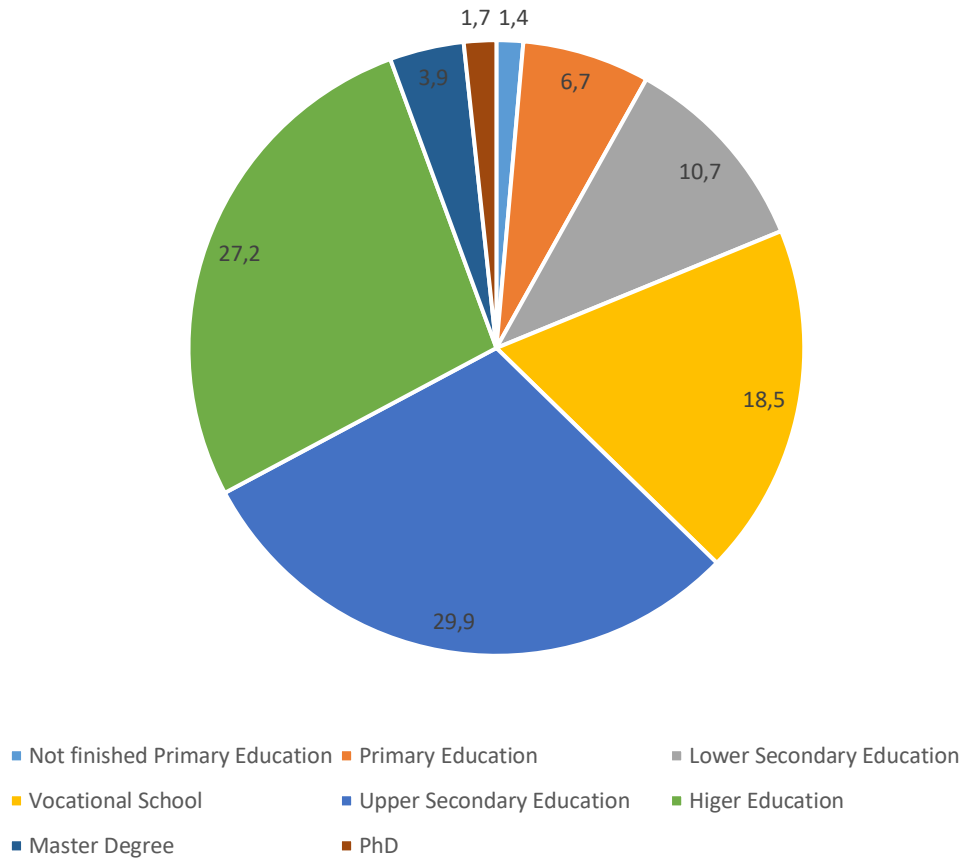
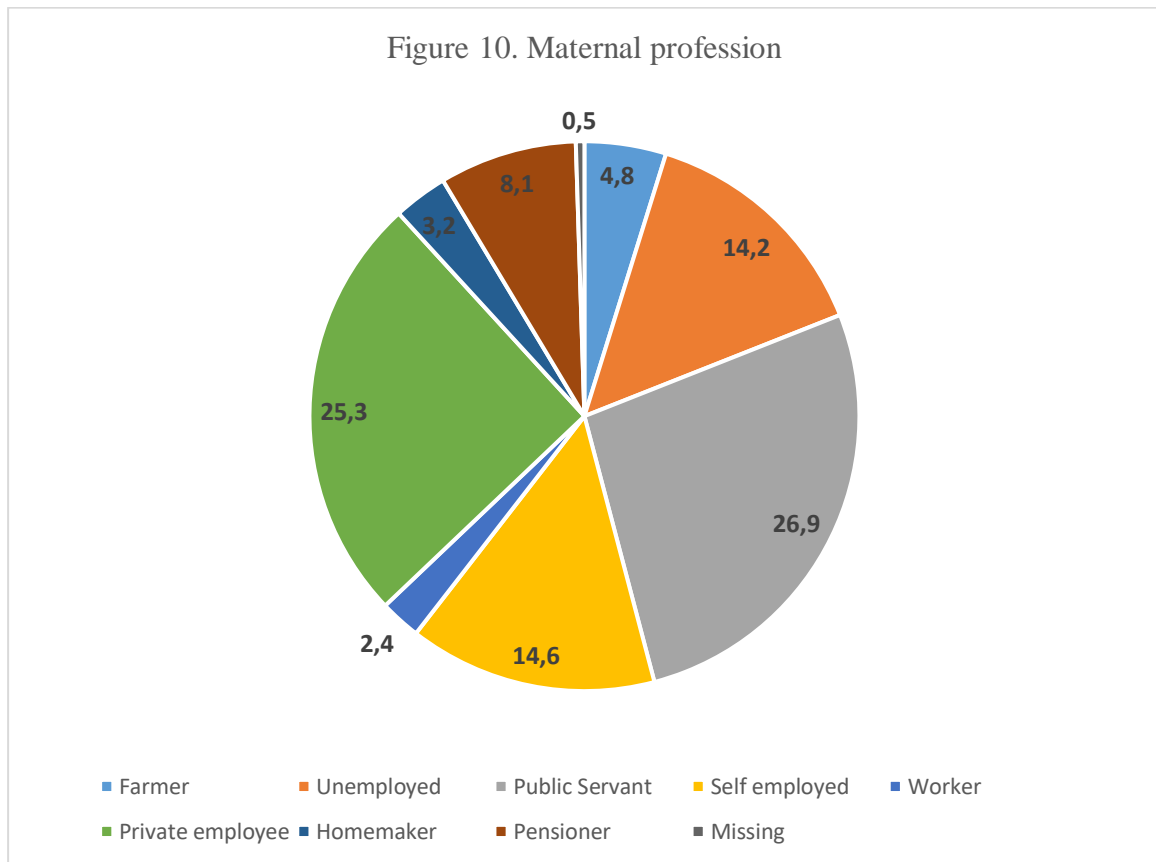


Table 10. Paternal educational level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Higher Education	272	27,2	27,2	27,2
	Lower Secondary Education	107	10,7	10,7	37,9
	Primary Education	67	6,7	6,7	44,6
	Vocational School	185	18,5	18,5	63,1
	Upper Secondary Education	299	29,9	29,9	93,0
	Not finished Primary Education	14	1,4	1,4	94,4
	PhD	17	1,7	1,7	96,1
	Master Degree	39	3,9	3,9	100,0
	Total	1000	100,0	100,0	

### A.9. Occupation of the mother

Regarding the occupation of the respondents' parents, a significant percentage of mothers (26.9%) are public servants, and 25.3% are private employees. Self-employed professionals account for 14.6%, while it is noteworthy that 14.2% of the respondents' mothers are unemployed (for more detailed information, refer to Figure 10 and Table 11).



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Farmer	48	4,8	4,8	4,8
	Unemployed	142	14,2	14,2	19,0
	Public Servant	269	26,9	26,9	45,9
	Self employed	146	14,6	14,6	60,5
	Worker	24	2,4	2,4	62,9
	Private employee	253	25,3	25,3	88,2
	Homemaker	32	3,2	3,2	91,4
	Pensioner	81	8,1	8,1	99,5
	Missing	5	,5	,5	100,0
	Total	1000	100,0	100,0	

### A.10. Occupation of the father

In contrast to the respondents' mothers, 26.8% of their fathers are self-employed professionals, 25.2% are private employees, 21.3% are public servants, and a noteworthy percentage of 12.6% are retired (see Figure 11 and Table 12).

Figure 11. Paternal occupation

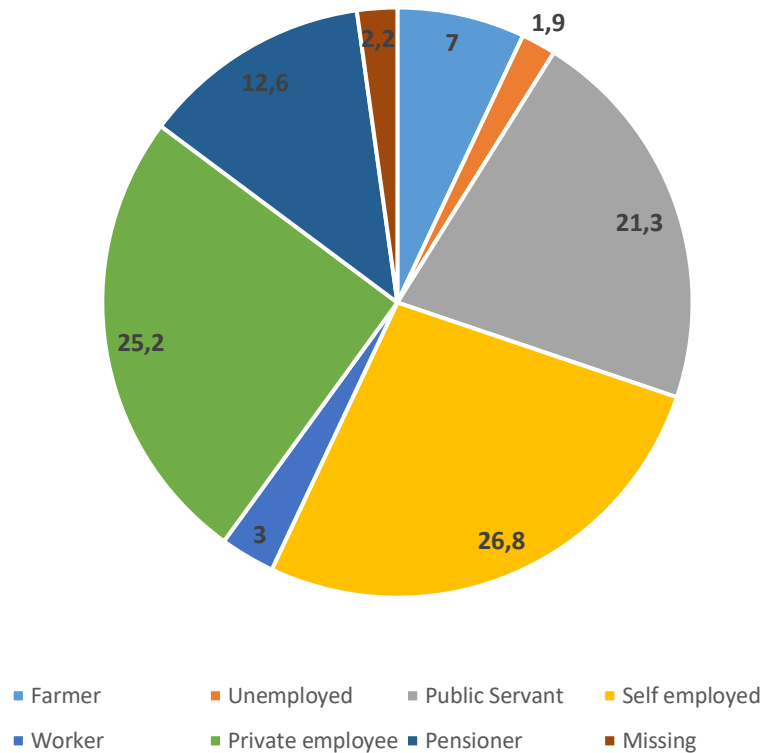


Table 12. Paternal occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Farmer	70	7,0	7,0	7,1
	Unemployed	19	1,9	1,9	9,0
	Public Servant	213	21,3	21,3	30,3
	Self employed	268	26,8	26,8	57,1
	Worker	30	3,0	3,0	60,1
	Private employee	252	25,2	25,2	85,3
	Pensioner	126	12,6	12,6	97,9
	Missing	22	2,2	2,2	100,0
	Total	1000	100,0	100,0	



### A.11. Living conditions

Almost half of the respondents (50.5%) report that they live on their own, while one-fourth of the sample states that they live with their parents. A significant percentage (16.3%) mention that they cohabit, while only 7.3% live in student dormitories (for more detailed information, refer to Figure 12 and Table 13).

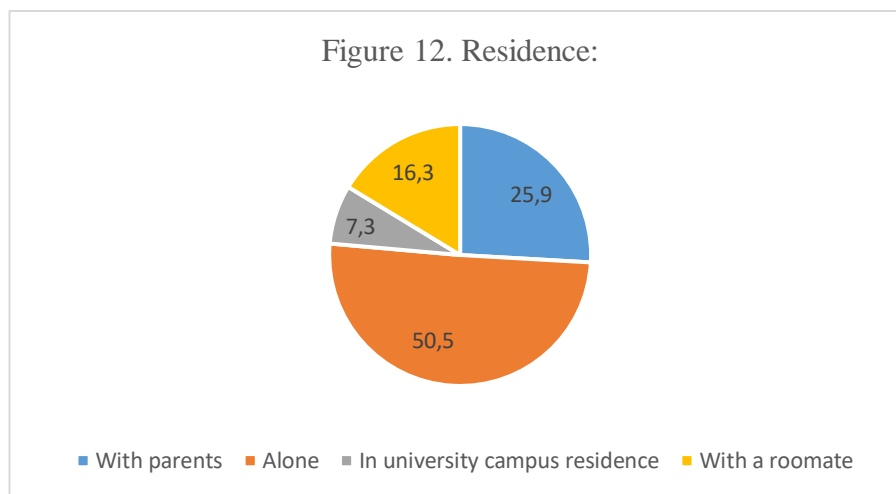


Table 13. Residence:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	With parents	259	25,9	25,9	25,9
	Alone	505	50,5	50,5	76,4
	In university campus residence	73	7,3	7,3	83,7
	With a roommate	163	16,3	16,3	100,0
	Total	1000	100,0	100,0	

### A.12. Study preference

It is noteworthy that a significant percentage (32.5%) of the respondents indicate that pedagogical studies were not their first choice, and pursuing a teaching career was not their main priority (see Figure 13 and Table 14). This is due to the centrally controlled admission system in Higher Education through nationwide exams conducted by the Ministry of Education, Religious Affairs and Sports, which is based on a supply-driven model rather than a demand-driven one (Psacharopoulos 2003, 65).

Figure 13. Was it your first choice to study in an academic school with the purpose of becoming a teacher?

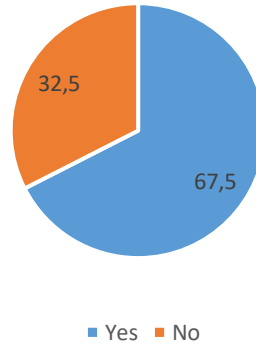


Table 14. Was it your first choice to study in an academic school with the purpose of becoming a teacher?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	675	67,5	67,5	67,5
	No	325	32,5	32,5	100,0
	Total	1000	100,0	100,0	

## Results of Section A

The findings of this section provide insights into the gender distribution, family backgrounds and career preferences of students in pedagogical education programs. The study sheds light on important patterns and trends within the field and emphasizes the need for further research and policy considerations to address issues related to gender representation, career aspirations and family dynamics in the education sector.

### Key findings:

- The study reveals an overrepresentation of women in pedagogical studies, but an underrepresentation in leadership positions within education.
- There is a relative distribution of respondents across different age groups.
- The majority of respondents and their university of enrollment are located in Attica or Central Macedonia, which correspond to the regions with the highest population density.
- Almost one third ( $\frac{1}{3}$ ) of the respondents work during their studies.
- The majority of the parents have graduated from secondary education. The enrollment of their children in higher education highlights the educational upgrading of the population achieved in recent decades.
- Most of the respondents' mothers are private or public employees, while fathers are self-employed professionals, or private or public employees.
- Half of the respondents live on their own, while a quarter ( $\frac{1}{4}$ ) of them live in the family house with their parents.
- One third ( $\frac{1}{3}$ ) of the respondents claim that studying in a pedagogical department was not their first preference.

## B. Knowledge about the European Union

### B.1. Knowledge about the Functioning of the EU

The main focus of the quantitative research was to identify the respondents' knowledge regarding the principles, functioning, and roles of the European institutions. Starting with a general question, the majority of students indicate that they possess a moderate level of knowledge about the functioning of the European Union, while a significant percentage of 37.1% state that they have either no knowledge or minimal knowledge about this specific matter. In contrast, only 17.9% of the sample report having a very good or excellent understanding of the operation of the European Union (refer to Figure 14 and Table 15 for detailed data).

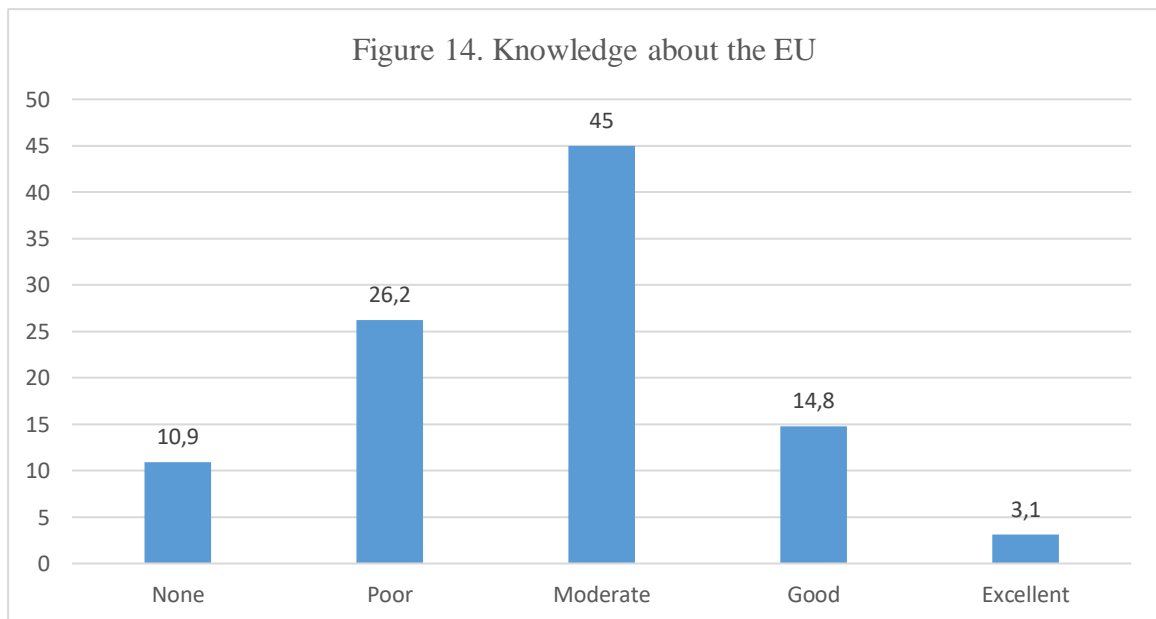


Table 15. Knowledge about the EU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	109	10,9	10,9	10,9
	2	262	26,2	26,2	37,1
	3	450	45,0	45,0	82,1
	4	148	14,8	14,8	96,9
	5	31	3,1	3,1	100,0
	Total	1000	100,0	100,0	

## B.2. Desire for Knowledge about How the EU Works

In response to the limited knowledge about the functioning of the European Union, the overwhelming majority of the surveyed students clearly express their desire for further enrichment of their knowledge on this matter. Specifically, 65.2% of the sample indicates a strong or very strong interest, in contrast to only 12.1% who declare weak or no interest at all. This finding highlights the willingness of the students from the studied academic departments of pedagogical education to enhance their understanding of how the European Union operates. They recognize the existing knowledge gap and consider addressing it as significant (refer to Figure 15 and Table 16 for detailed data).

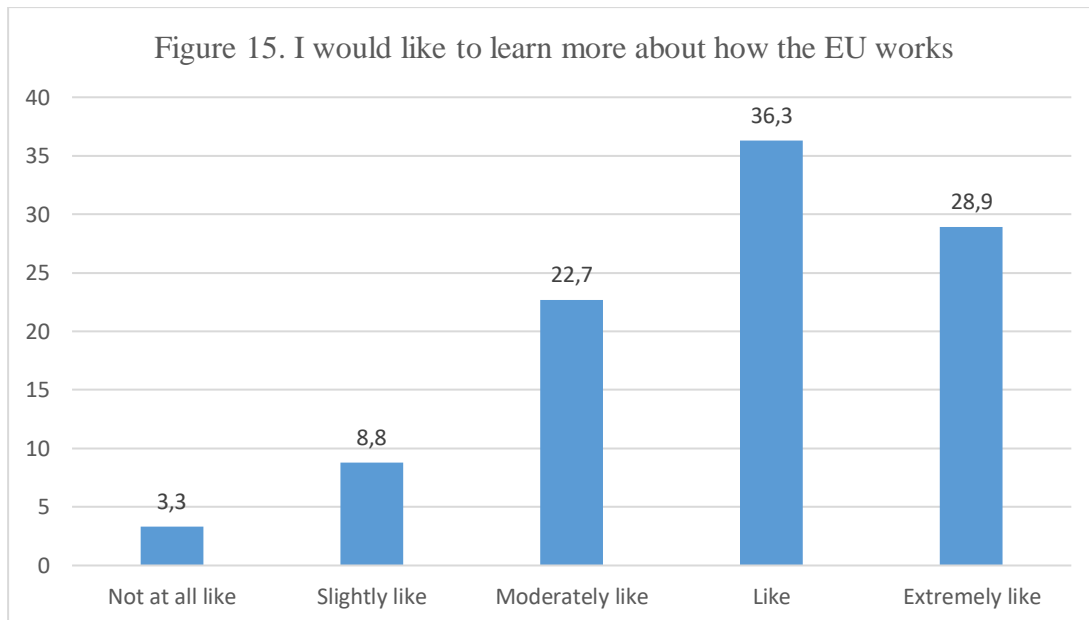


Table 16. I would like to learn more about how the EU works.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	33	3,3	3,3	3,3
	2	88	8,8	8,8	12,1
	3	227	22,7	22,7	34,8
	4	363	36,3	36,3	71,1
	5	289	28,9	28,9	100,0
	Total	1000	100,0	100,0	

### B.3. Understanding of the EU functions

Similarly to the question about the general knowledge of the EU, there is an uncertainty regarding the respondents' understanding of the functioning of the European Union, as 42.2% consider that they understand it at a moderate level while 35% understand it poorly or not at all (see Figure 16 and Table 17).

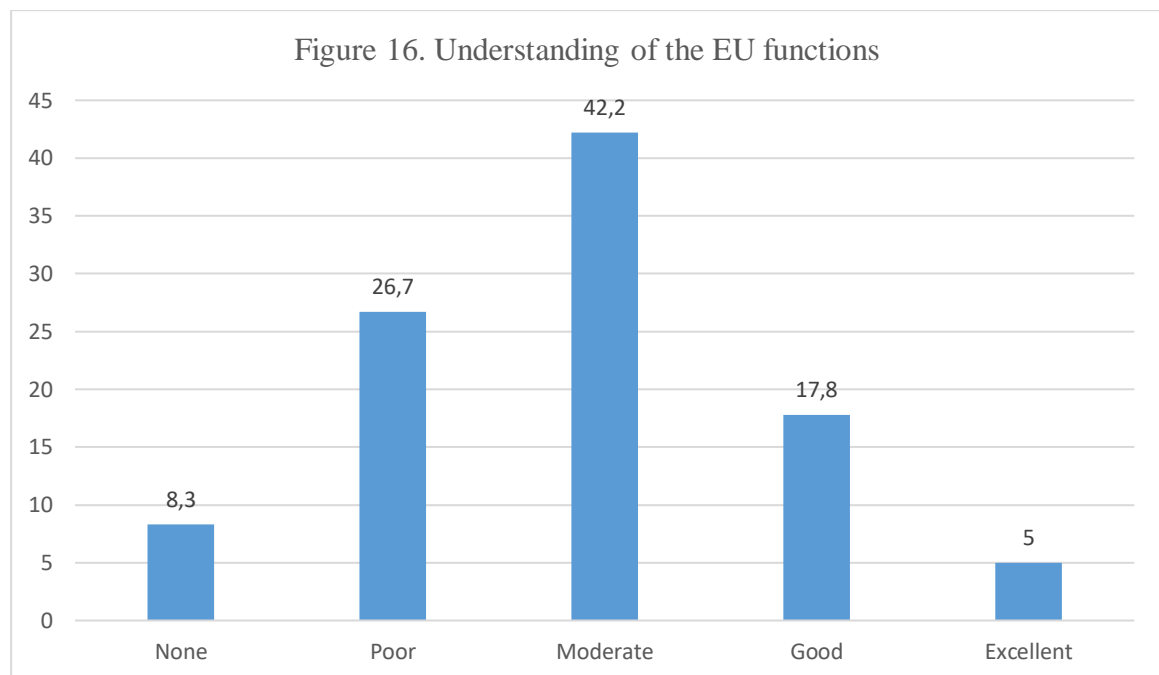


Table 17. Understanding of the EU functions:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	83	8,3	8,3	8,3
	2	267	26,7	26,7	35,0
	3	422	42,2	42,2	77,2
	4	178	17,8	17,8	95,0
	5	50	5,0	5,0	100,0
Total		1000	100,0	100,0	

### B.4. Knowledge about the Values and Principles of the EU

The principles and values of the European Union constitute fundamental pillars that shape its form and identity. Knowledge about these principles allows citizens to understand the EU value-based system, which is based on democracy and the rule of law, respect for equality and human rights, as well as the principle of non-discrimination. It helps them comprehend their role in shaping the Union, their

obligations and rights as European citizens and the concept of European identity. Moreover, this knowledge is particularly important for educators, as they are the ones who will pass it on to the next generations, nurturing it among the new European citizens. In this context, only 25.4% of the surveyed students indicate a strong or very strong knowledge of the values and principles of the European Union, while 37.8% possess a moderate level of understanding. On the other hand, a significant 36.8% of respondents know little or nothing about the values and principles of the European Union. This finding underscores the necessity and significance of incorporating EU-related subjects into the academic departments of educational sciences (see Figure 17 and Table 18 for detailed data).

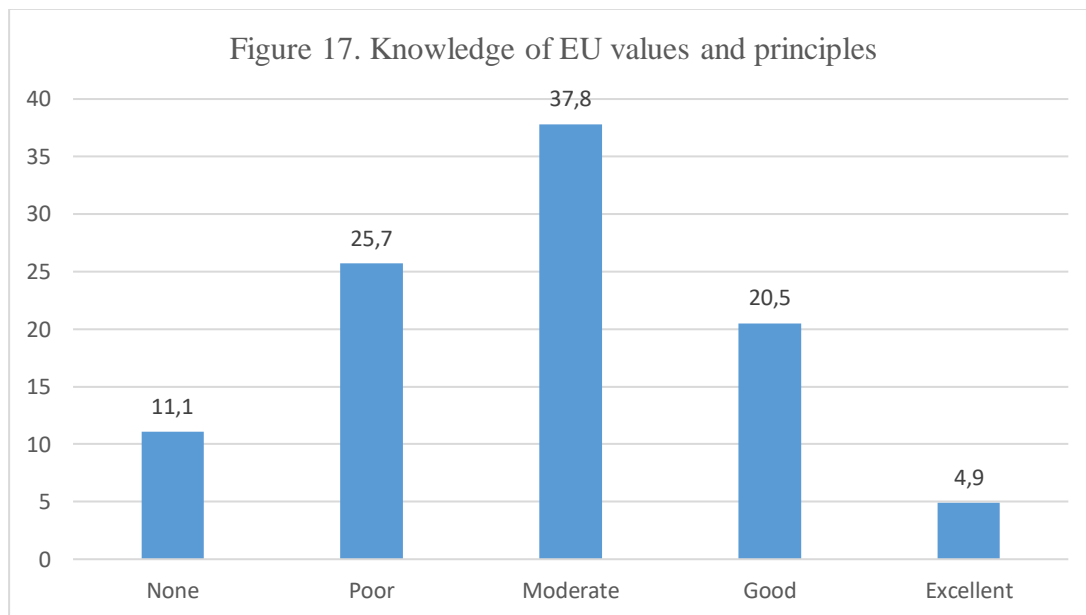


Table 18. Knowledge of EU values and principles:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	111	11,1	11,1	11,1
	2	257	25,7	25,7	36,8
	3	378	37,8	37,8	74,6
	4	205	20,5	20,5	95,1
	5	49	4,9	4,9	100,0
	Total	1000	100,0	100,0	

### B.5. Desire for Knowledge about the Values and Principles of the EU

The research reflects a strong desire among the respondents to learn about the values and principles of the European Union, as 65.1% express a very strong or strong interest in learning more about them, compared to only 12.5% who indicate minimal or little interest (none or a little), and 22.4% who express moderate interest (refer to Figure 18 and Table 19 for detailed data).

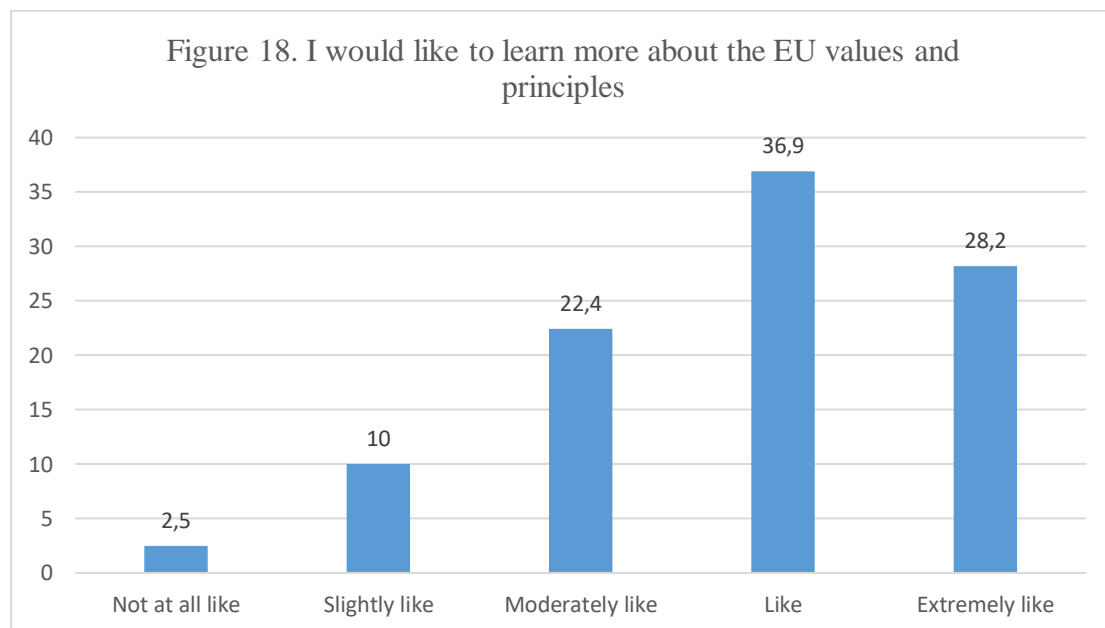


Table 19. I would like to learn more about the EU values and principles:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	25	2,5	2,5	2,5
	2	100	10,0	10,0	12,5
	3	224	22,4	22,4	34,9
	4	369	36,9	36,9	71,8
	5	282	28,2	28,2	100,0
	Total	1000	100,0	100,0	

### B.6. Knowledge about the EU Institutions

Focusing more on knowledge about the functions of important European institutions, respondents were asked to answer whether they know how the European Parliament works, i.e. the institution that directly represents European citizens, as its members are elected by them. It is noteworthy that 55.9% of respondents declare that they have poor or no knowledge of how the European Parliament works, 31.3% of the sample declare a moderate level of knowledge, and



only 12.8% of the respondents report that they have a good or excellent knowledge of how the European Parliament functions (see Figure 19 and Table 20).

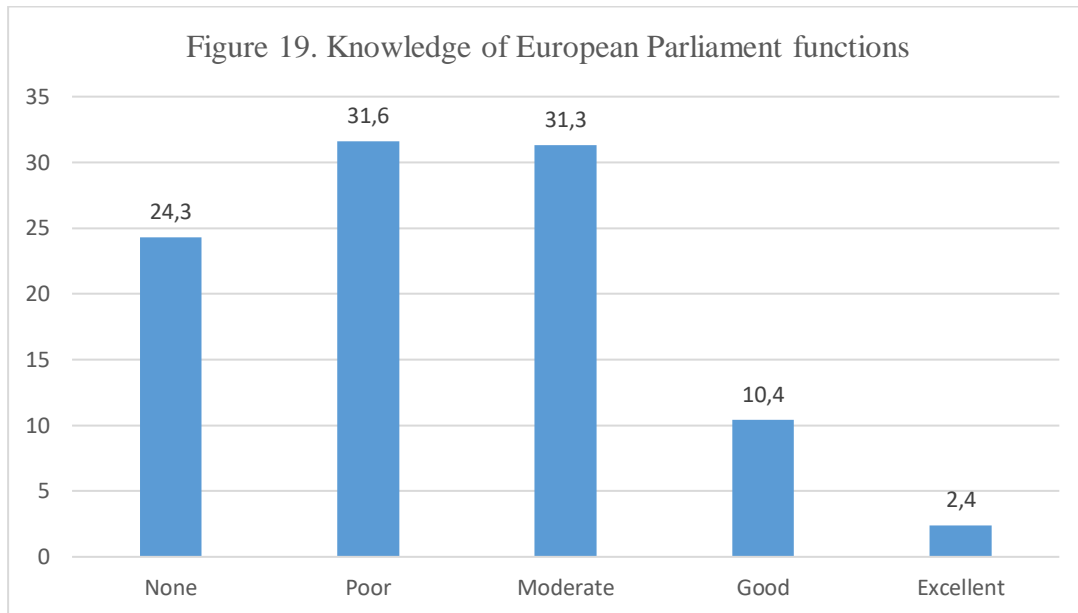


Table 20. Knowledge of European Parliament functions:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	243	24,3	24,3	24,3
	2	316	31,6	31,6	55,9
	3	313	31,3	31,3	87,2
	4	104	10,4	10,4	97,6
	5	24	2,4	2,4	100,0
	Total	1000	100,0	100,0	

Respondents show greater ignorance of how the European Commission works compared to - already high - levels of ignorance about the functions of the European Parliament. Specifically, 62.1% of the respondents indicate that they have poor or no knowledge of the European Commission, 26.9% declare that they have a medium level of knowledge, and only 11% state that they are very or extremely aware of the functions of this European institution (see Figure 20 and Table 21).

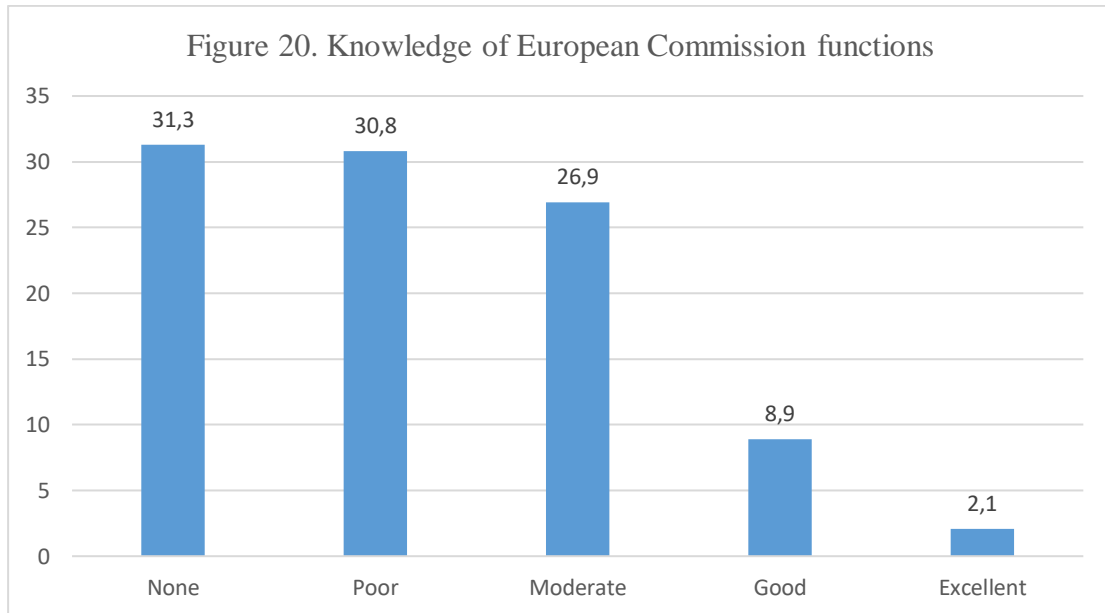


Table 21. Knowledge of European Commission functions:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	313	31,3	31,3	31,3
	2	308	30,8	30,8	62,1
	3	269	26,9	26,9	89,0
	4	89	8,9	8,9	97,9
	5	21	2,1	2,1	100,0
	Total	1000	100,0	100,0	

Respondents are even more ignorant of the functions of the European Council compared to both the European Parliament and the European Commission, as 66.3% indicate poor or no knowledge at all, 24% declare a moderate level of knowledge, and only 9.7% declare satisfactory or very satisfactory knowledge (for details see Figure 21 and Table 22).

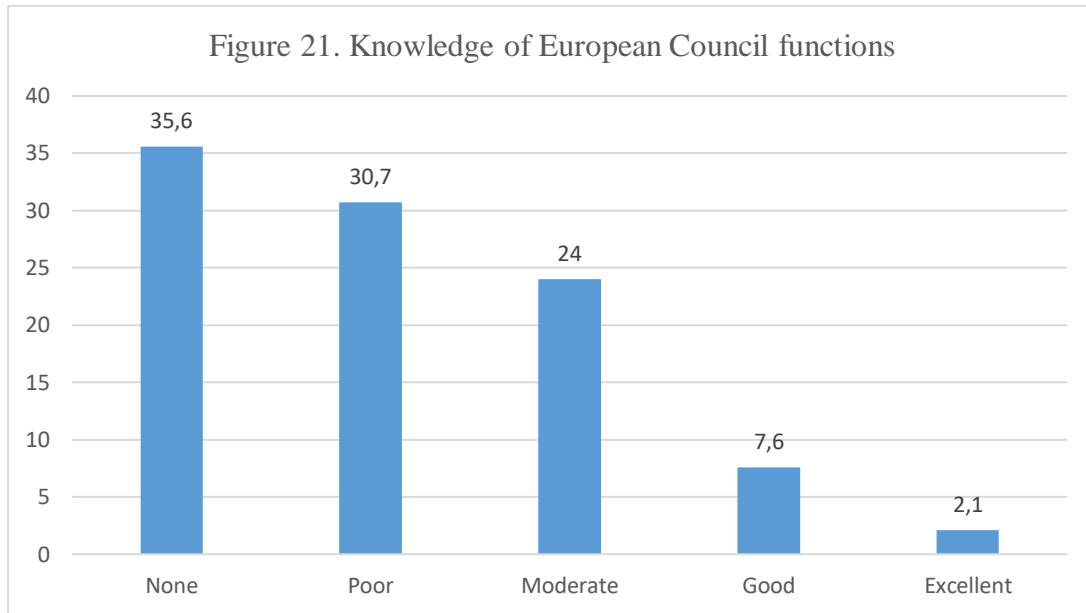


Table 22. Knowledge of European Council functions:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	356	35,6	35,6	35,6
	2	307	30,7	30,7	66,3
	3	240	24,0	24,0	90,3
	4	76	7,6	7,6	97,9
	5	21	2,1	2,1	100,0
	Total	1000	100,0	100,0	

Similarly with the responses about the European Council, respondents declare that they do not have enough knowledge about the Council of the European Union, with 66.2% indicating that they have poor or no knowledge at all of its functions and 23.8% declaring a moderate level of knowledge. On the other hand, only 10% of the respondents declare that they have good or excellent knowledge about its functions (see Figure 22, Table 23).

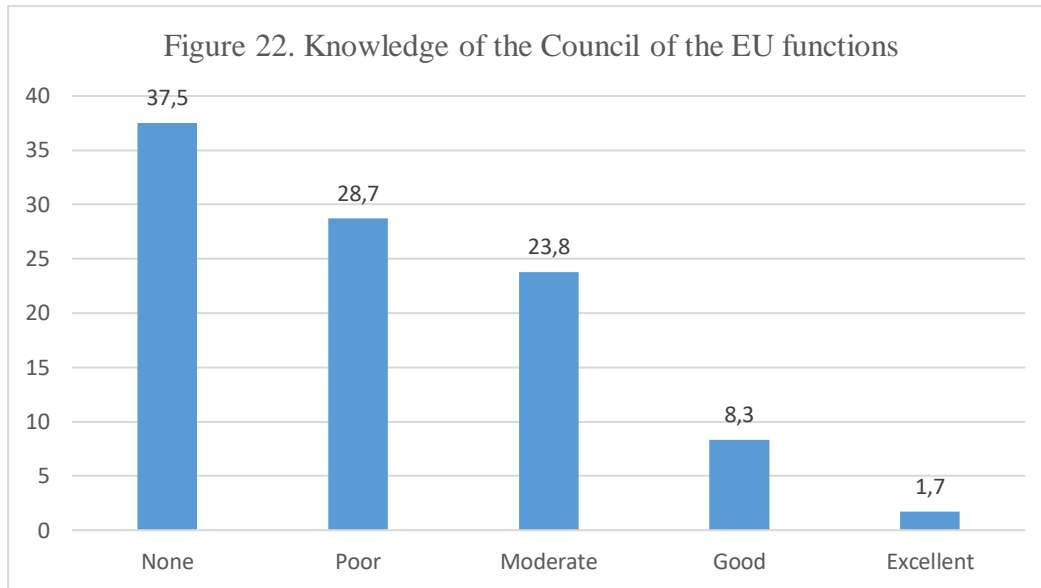


Table 23. Knowledge of the Council of the EU functions:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	375	37,5	37,5	37,5
	2	287	28,7	28,7	66,2
	3	238	23,8	23,8	90,0
	4	83	8,3	8,3	98,3
	5	17	1,7	1,7	100,0
	Total	1000	100,0	100,0	

The European Ombudsman promotes good governance at the European Union level and investigates reports of maladministration in its institutions. It is, therefore, an institution that promotes transparency, accountability and good governance. Although it is an extremely important institution, 49.8% of the respondents do not indicate any knowledge about its role, 27% declare poor knowledge, and 17.7% indicate that they have a moderate level of knowledge of its functions. On the other hand, a particularly low percentage (5.5%) of respondents declare that they are very or extremely aware of the European Ombudsman's function (see Figure 23, Table 24).

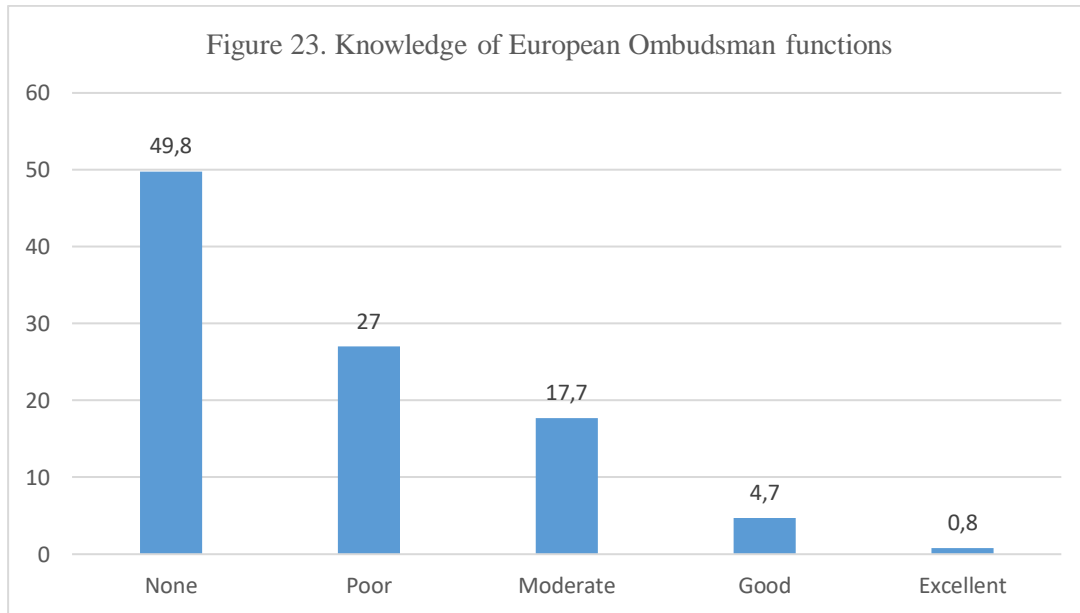


Table 24. Knowledge of European Ombudsman functions:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	498	49,8	49,8	49,8
	2	270	27,0	27,0	76,8
	3	177	17,7	17,7	94,5
	4	47	4,7	4,7	99,2
	5	8	,8	,8	100,0
	Total	1000	100,0	100,0	

Environmental protection is one of the European Union's key priorities as climate change increases the risks to humanity and the natural environment. In this context, the European Environment Agency promotes knowledge of environmental issues in order to enhance the objectives of environmental protection. However, a large proportion of respondents (43.1%) are not at all aware of the functions of the European Environment Agency, as 27.1% report poor knowledge and 19.9% a moderate level of knowledge. On the contrary, only 9.9% know the functions of the European Environment Agency at a satisfactory or very satisfactory level (see Figure 24 and Table 25).

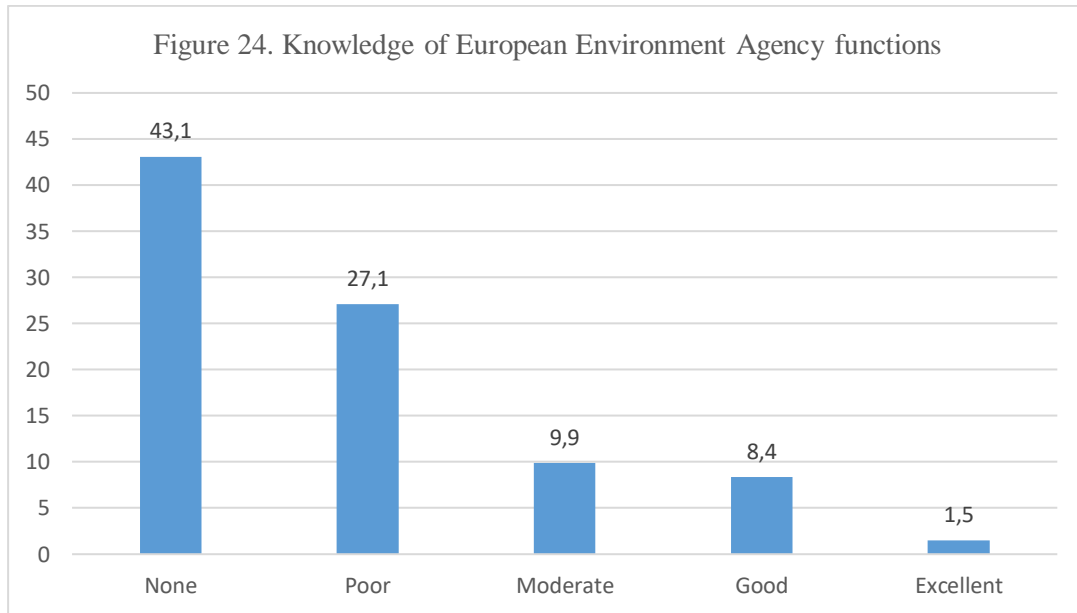


Table 25. Knowledge of European Environment Agency functions:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	431	43,1	43,1	43,1
	2	271	27,1	27,1	70,2
	3	199	19,9	19,9	90,1
	4	84	8,4	8,4	98,5
	5	15	1,5	1,5	100,0
Total		1000	100,0	100,0	

CEDEFOP (European Centre for the Development of Vocational Training) is a European institution based in Thessaloniki, Greece. However, only 5.7% of the respondents are aware or extremely aware of its functions. On the contrary, more than half of the respondents (57.8%) do not know at all about its role, 23.2% declare poor knowledge, and 13.3% declare a moderate level of knowledge (see Figure 25 and Table 26).

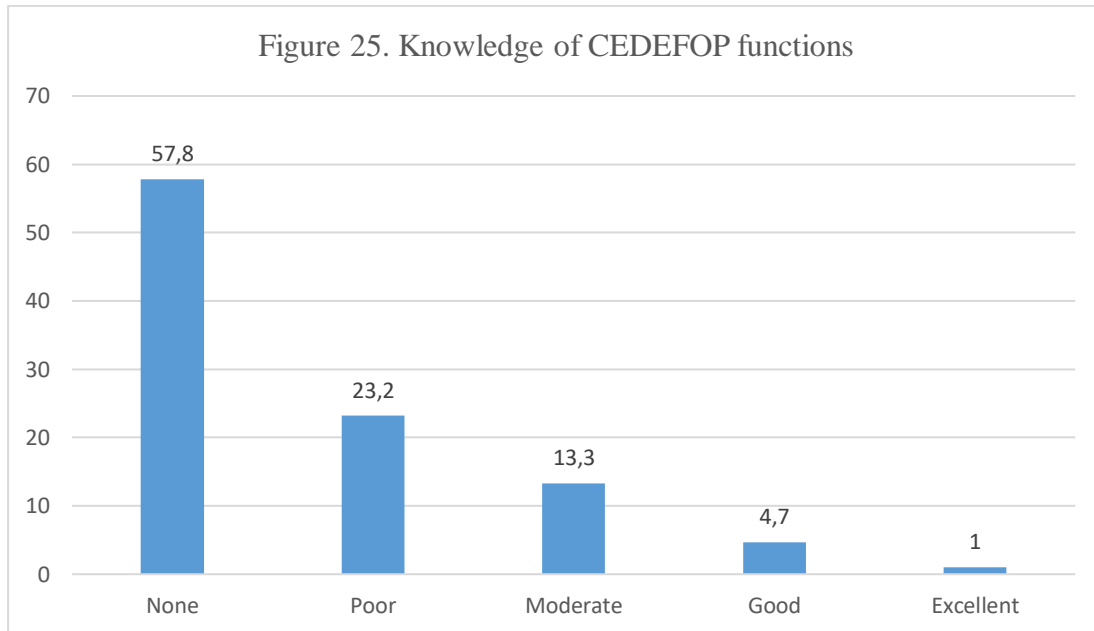


Table 26. Knowledge of CEDEFOP functions:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	578	57,8	57,8	57,8
	2	232	23,2	23,2	81,0
	3	133	13,3	13,3	94,3
	4	47	4,7	4,7	99,0
	5	10	1,0	1,0	100,0
	Total	1000	100,0	100,0	

The EACEA (European Education and Culture Executive Agency) is related to the field of studies of the students surveyed. However, only 5.2% respond that they are aware or extremely aware of its functions, while 58.6% declare no knowledge at all about the institution, 23% declare they have poor knowledge of it, and 13.2% indicate that they have a moderate level of knowledge (see Figure 26 and Table 27).

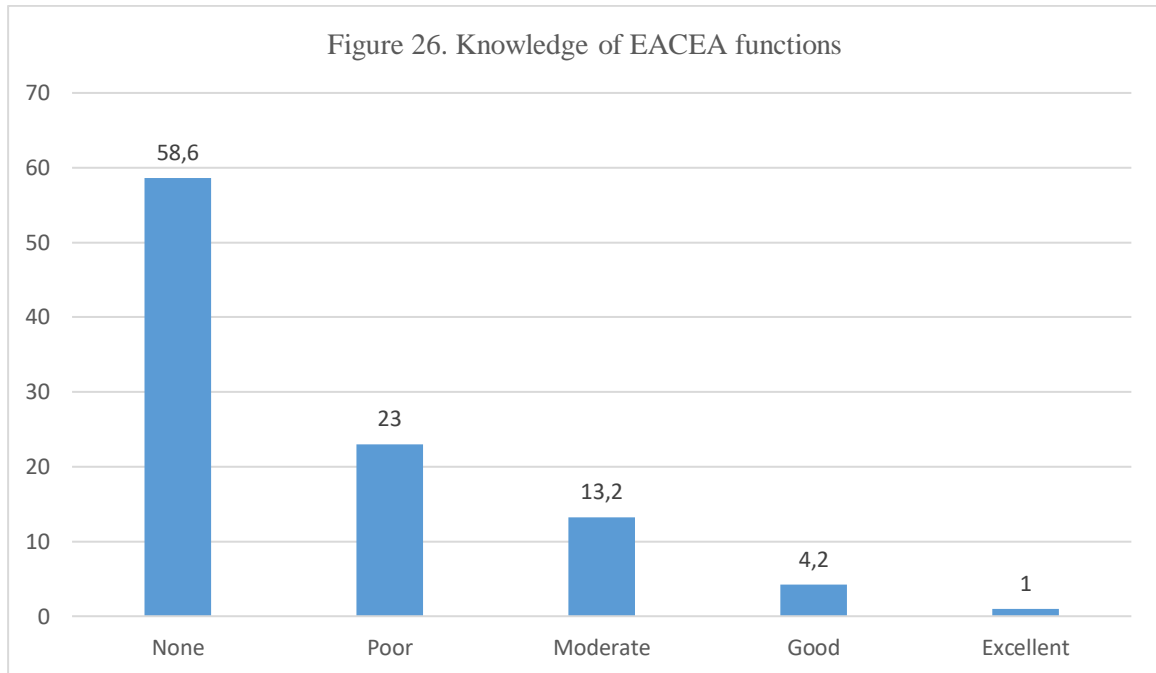


Table 27. Knowledge of EACEA functions:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	586	58,6	58,6	58,6
	2	230	23,0	23,0	81,6
	3	132	13,2	13,2	94,8
	4	42	4,2	4,2	99,0
	5	10	1,0	1,0	100,0
	Total	1000	100,0	100,0	

The promotion of human rights is a fundamental priority for the European Union, and the EU Fundamental Rights Agency provides independent and evidence-based advice to decision-makers in the European Union and Member States with the aim of protecting and promoting human rights. However, half of the respondents (50.8%) declare no knowledge at all of the functions of this institution, 26% indicate poor knowledge, and 14.3% a moderate level of knowledge. On the contrary, only 8.9% of the respondents declare that they are familiar or extremely familiar with the functions of this European institution (see Figure 27, Table 28).



Table 27. Knowledge of FRA functions

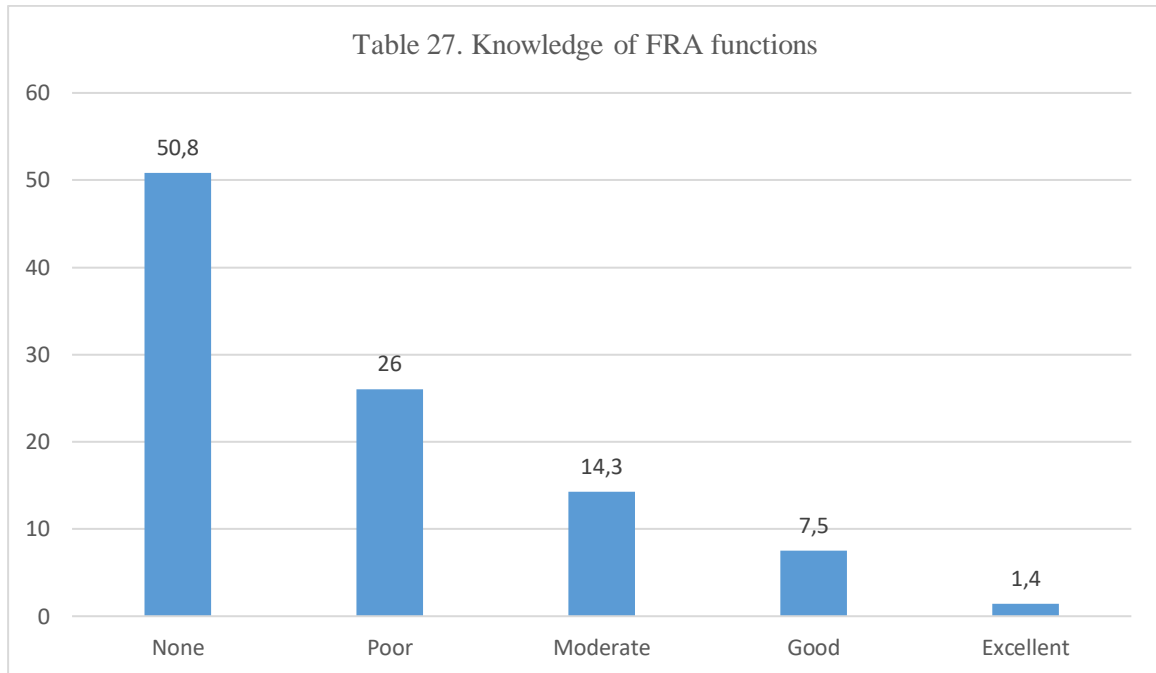


Table 28. Knowledge of FRA functions

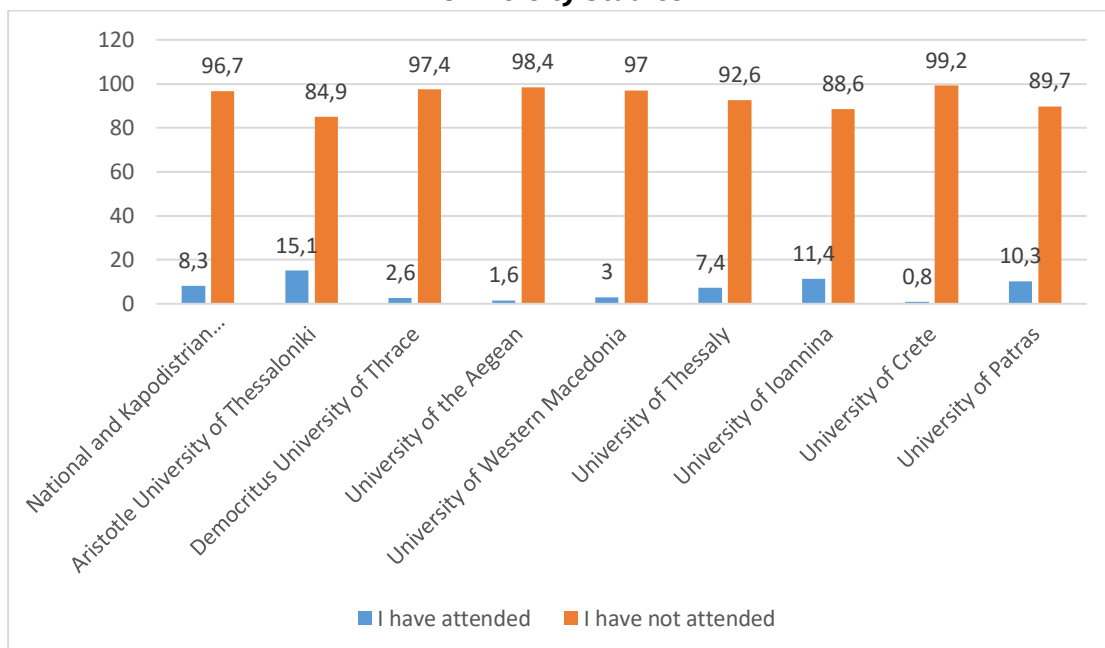
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	508	50,8	50,8	50,8
	2	260	26,0	26,0	76,8
	3	143	14,3	14,3	91,1
	4	75	7,5	7,5	98,6
	5	14	1,4	1,4	100,0
	Total	1000	100,0	100,0	

### B.7. Attendance of Courses about the EU

The students in the sample, as evident from their responses to the aforementioned questions, possess a low level of knowledge about the European Union itself, its principles and values, and the European institutions. An important factor contributing to this is the fact that, during their university studies, the overwhelming majority (94.3%) state that they have never attended a course about the European Union (see Table 29 and Figure 28 for detailed data).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	57	5,7	5,7	5,7
	No	943	94,3	94,3	100,0
	Total	1000	100,0	100,0	

**Figure 28: Percentages of Attendance in Courses about the EU during University Studies**



### B.8. Participation in Youth Exchange Programs

Youth exchange programs are very important for the development of European identity, as they provide groups of young people from different countries with the opportunity to meet, live together and collaborate on common projects for a short period of time. Unfortunately, in the sample of 1000 students from academic departments of pedagogical education, only 5.4% have participated in a youth exchange program (see Table 30 for detailed information).

Table 30. Have you ever participated in a youth exchange program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	5,4	5,4	5,4
	No	946	94,6	94,6	100,0
	Total	1000	100,0	100,0	

## Results of Section B

### Key findings

- The majority of students report having a moderate level of knowledge regarding the functioning of the European Union, and a significant percentage (37.1%) indicates that they have either no knowledge or minimal knowledge about this specific issue.
- An overwhelming majority (65.2%) of the surveyed students clearly express their willingness for further enrichment of their knowledge concerning this issue, while only 12.1% state weak or no interest.
- 77.2% have a moderate to no understanding of the EU's functioning.
- Only 25.4% of the surveyed students indicate that they know a lot or quite a lot about the values and principles of the European Union.
- 65.1% express a strong or very strong desire to learn more about the principles and values of the European Union.
- 55.9% of the respondents declare that they have little to no knowledge, or only a small amount of knowledge, about the functioning of the European Parliament, while merely 12.8% claim satisfactory or very satisfactory knowledge of the European Parliament's functioning.
- 62.1% of the total respondents declare that they have little to no knowledge about the functioning of the European Commission, while 66.3% of the respondents have either no or limited knowledge about the

functioning of the European Council and the Council of the EU.

- The highest lack of knowledge concerns other EU institutions and bodies, such as the European Ombudsman (5.5% very good and quite good knowledge), the European Environment Agency (9.9% very good and quite good knowledge) and the Fundamental Rights Agency (FRA) (8.9% very good and quite good knowledge).
- This highest level of ignorance is observed in all education-related bodies, such as the CEDEFOP, as only 5.8% is familiar with, while only 5.2% know the role of the European Education and Culture Executive Agency (EACEA).
- An overwhelming majority of respondents (94.3%) indicate that they have never attended a class about the European Union, while only 5.4% have participated in a youth exchange program.

In conclusion, the research confirms the initial working hypothesis of the MOTIVATE program that a vast majority of students in the pedagogical departments of Greek universities have never attended a relevant course on the EU. This becomes evident from the lack of fundamental knowledge about the values and institutional system of the EU. Another highly significant finding is the non-participation of future teachers in youth exchange programs, in a percentage of 94.6%. Our result leads us to the conclusion that, during training, specific information about these programs should be provided. Addressing the deficiencies in EU knowledge and promoting participation in youth exchange programs requires a collaborative approach involving educational institutions, policy influencers and organizations such as the EACEA. Such efforts have the potential to shape a more informed generation of educators who can actively promote European values, cooperation, peace, inclusivity and the European identity within their classrooms and communities.

## C. Skills and Knowledge Regarding Teaching Methods for the European Union

A highly significant dimension of teacher education involves learning pedagogical methods and approaches to teaching. Teaching about the EU in schools requires corresponding pedagogical approaches. The EU constitutes a unique supranational entity with a complex and multi-level system of governance. It also embodies a union of values. The questions in Part III of the questionnaire addressed the perception of students regarding the skills and knowledge related to various indicative teaching methods for teaching about the European Union.

### C.1. Level of Knowledge for Teaching about the EU

The research revealed that only 6.1% of the respondents claim to have sufficient knowledge to teach their students about the European Union. On the contrary, 78.2% of the respondents state that they have no or very little knowledge about the European Union that allows them to teach about it, and 15.7% consider their knowledge to be at a moderate level (Detailed view in Figure 29, Table 31). These findings align with the percentage of lack of participation in courses related to the EU in educational departments.

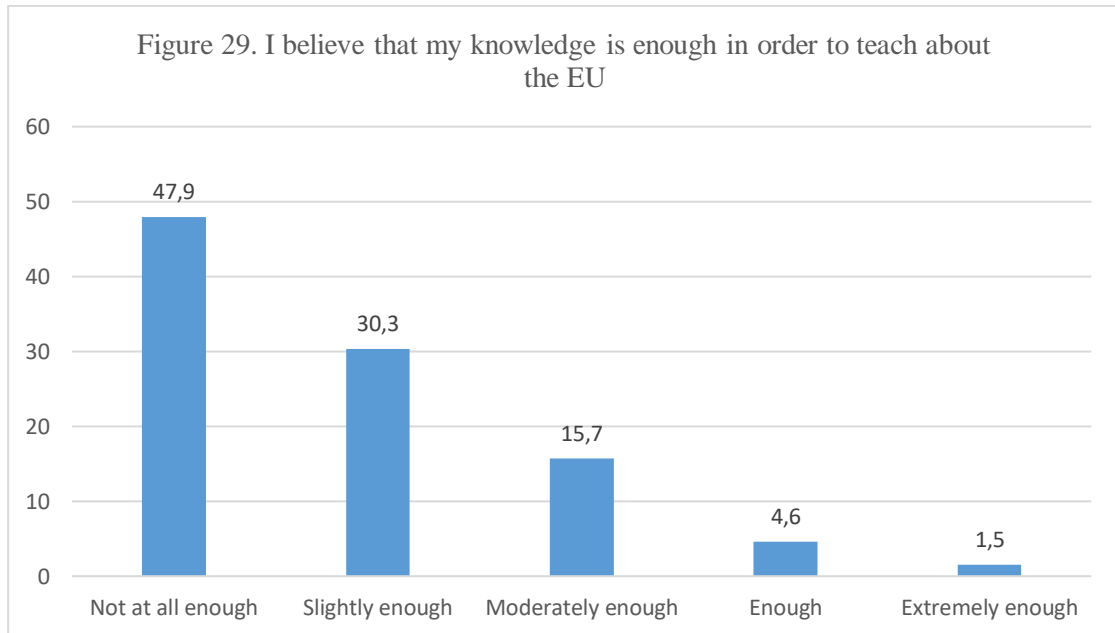


Table 31. I believe that my knowledge is enough in order to teach about the EU:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	479	47,9	47,9	47,9
	2	303	30,3	30,3	78,2
	3	157	15,7	15,7	93,9
	4	46	4,6	4,6	98,5
	5	15	1,5	1,5	100,0
	Total	1000	100,0	100,0	

## C.2. Level of Knowledge for Pedagogical Methods for Teaching about the EU

Similarly, the overwhelming majority of surveyed students are not satisfied with the level of knowledge they possess regarding pedagogical methods for teaching about the European Union. Specifically, only 15.1% of the respondents indicate that they know much or very much about pedagogical methods for teaching about the European Union, while 65% state that they have no or very little knowledge about it, and 19.9% mention that their knowledge in this area is at a moderate level (see Figure 30, Table 32).

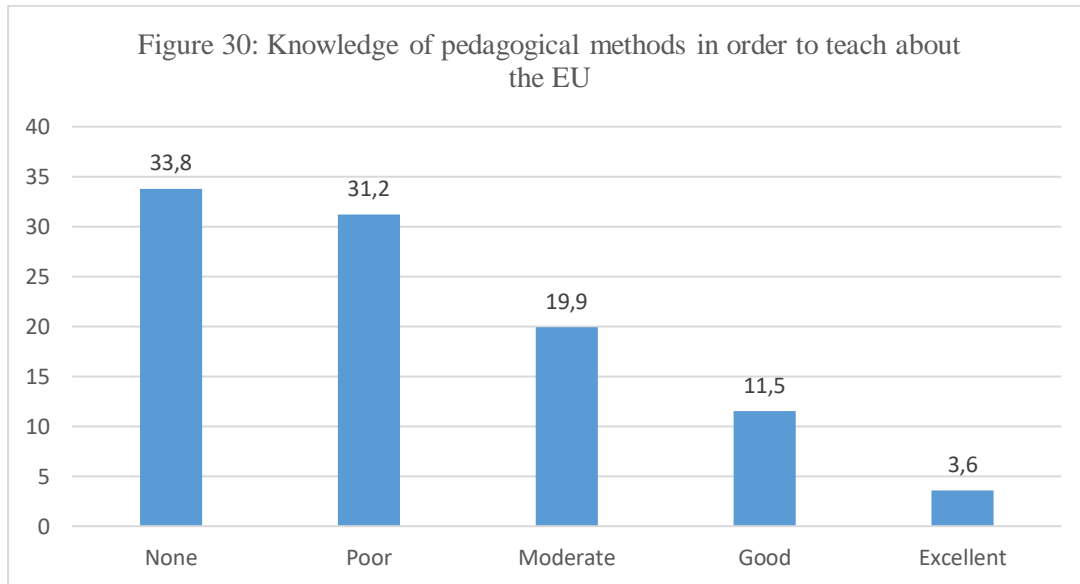


Table 32. Knowledge of pedagogical methods in order to teach about the EU:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	338	33,8	33,8	33,8
	2	312	31,2	31,2	65,0
	3	199	19,9	19,9	84,9
	4	115	11,5	11,5	96,4
	5	36	3,6	3,6	100,0
	Total	1000	100,0	100,0	

The aim of focusing more on the knowledge of the surveyed students in terms of using specific teaching methods was twofold. On the one hand, it was to determine the level of knowledge about the European Union and on the other hand, the level of knowledge regarding the use of alternative teaching methods that could potentially be employed for teaching about the European Union.

### C.2.1. Experiential Learning

The first method about which the students were asked pertained to experiential learning methods. It is strikingly negative that 33.6% are not familiar with them at all, and 25.9% claim minimal knowledge. This highlights that over half of the

respondents are unfamiliar with experiential learning methods. Conversely, only 17.6% know these methods at a satisfactory or very satisfactory level, while 22.9% have a moderate level of knowledge (detailed information can be found in Figure 31, Table 33).

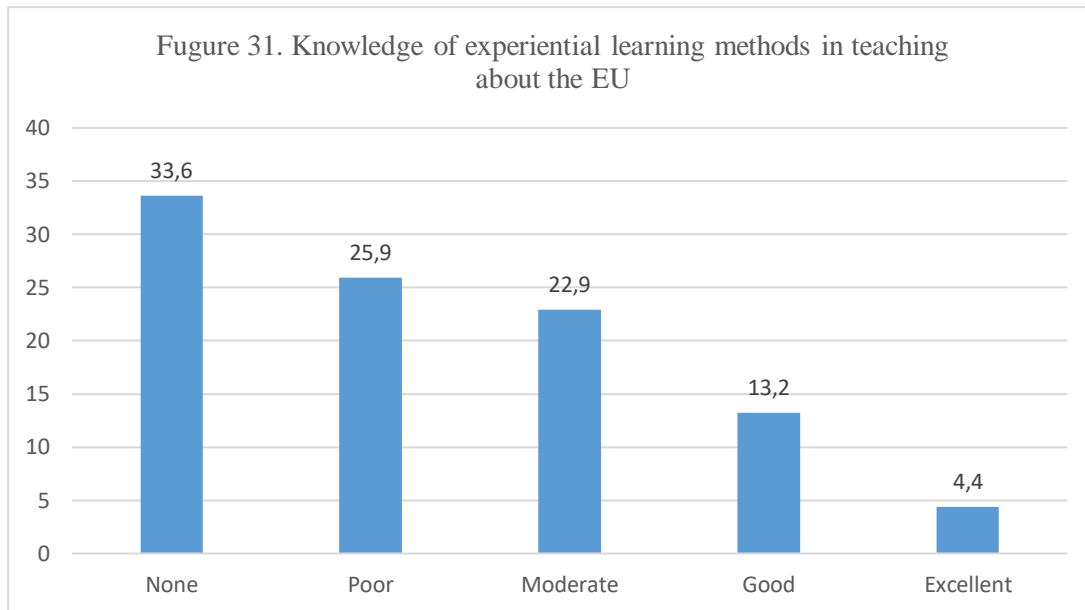


Table 33. Knowledge of experiential learning methods in teaching about the EU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	336	33,6	33,6	33,6
	2	259	25,9	25,9	59,5
	3	229	22,9	22,9	82,4
	4	132	13,2	13,2	95,6
	5	44	4,4	4,4	100,0
	Total	1000	100,0	100,0	

### C.2.2. Digital Tools

The next question focused on the knowledge of digital tools such as e-quizzes and e-games for teaching about the European Union. A fairly significant percentage (34.3%) indicated that they are aware or extremely aware of them, and 22.5% declared knowledge at a medium level. On the other hand, a fairly high percentage



(43.2%) indicated that they know these tools poorly or they lack any knowledge about them (for details see Figure 32 and Table 34).

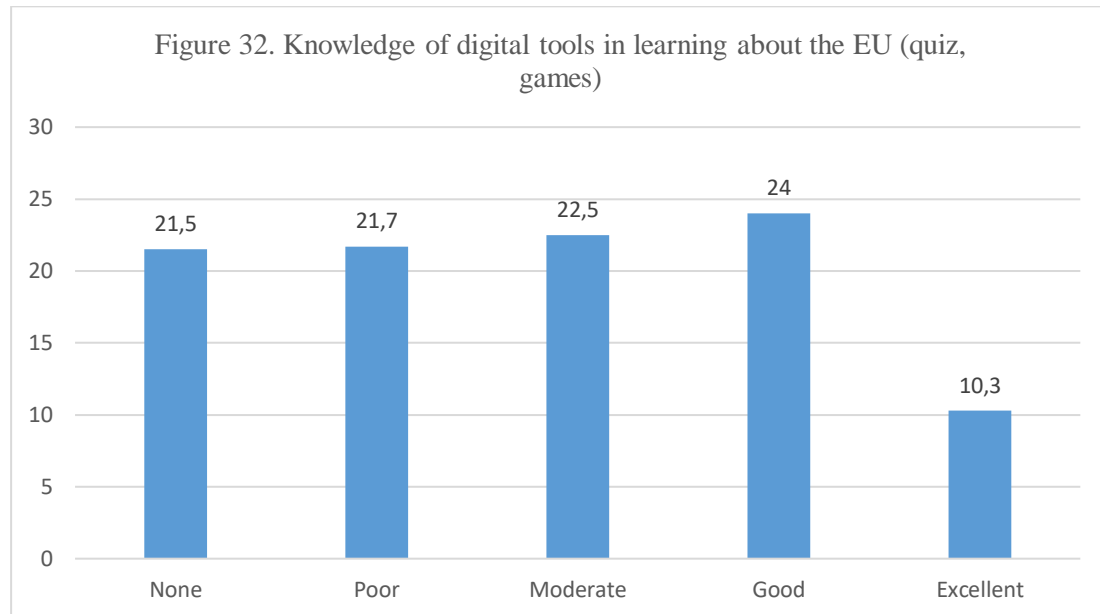


Table 34. Knowledge of digital tools in teaching about the EU (quiz, games)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	215	21,5	21,5	21,5
	2	217	21,7	21,7	43,2
	3	225	22,5	22,5	65,7
	4	240	24,0	24,0	89,7
	5	103	10,3	10,3	100,0
	Total	1000	100,0	100,0	

### C.2.3. Simulation

Simulation is one of the most important alternative experiential methods for learning about the functions of political institutions and, in particular, about the institutions of the European Union. However, 64.2% of the surveyed students declared that they either do not know simulation at all or they know it poorly, and 19% declared knowledge at a moderate level. On the other hand, only 16.8% of the respondents declare that they know the simulation technique satisfactorily or very satisfactorily (for details see Figure 33 and Table 35).

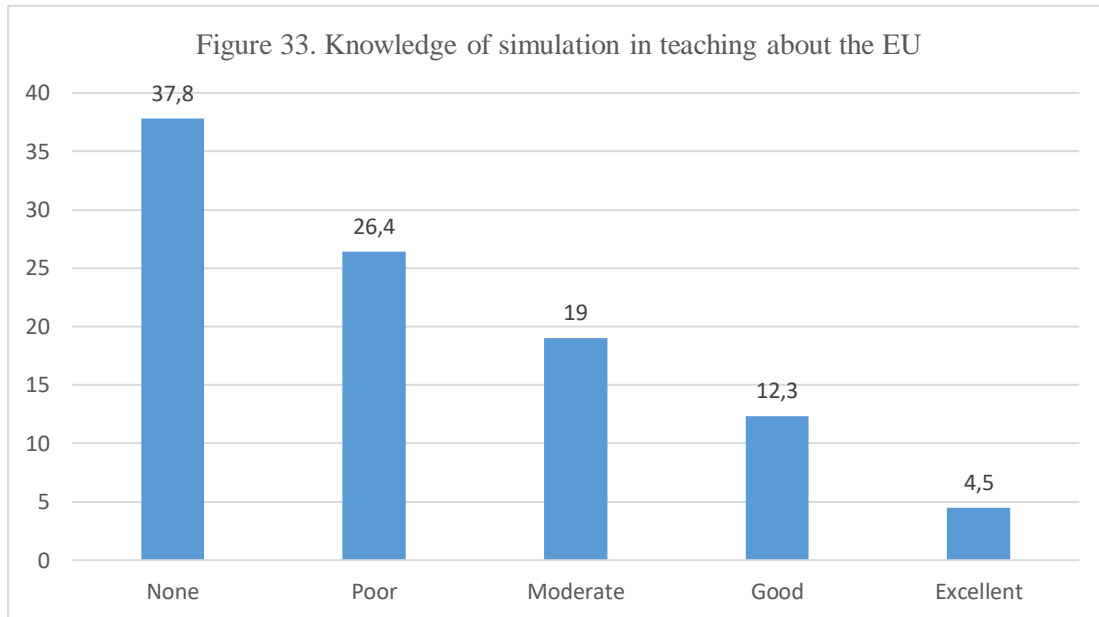


Table 35. Knowledge of simulation in teaching about the EU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	378	37,8	37,8	37,8
	2	264	26,4	26,4	64,2
	3	190	19,0	19,0	83,2
	4	123	12,3	12,3	95,5
	5	45	4,5	4,5	100,0
	Total	1000	100,0	100,0	

#### C.2.4. Flipped Classroom

The tool of the flipped classroom is yet another alternative teaching method, which has now been incorporated into Greek legislation through Law 4823/2021, concerning the School Upgrading and Empowerment of Educators. However, the overwhelming majority of respondents seem to be unaware of this particular method, as 48.1% state that they have no knowledge of it, 22.4% have minimal knowledge, 14% have moderate knowledge, and only 15.5% mention that they are familiar with the flipped classroom method to a satisfactory or very satisfactory extent (detailed information can be found in Figure 34, Table 36).

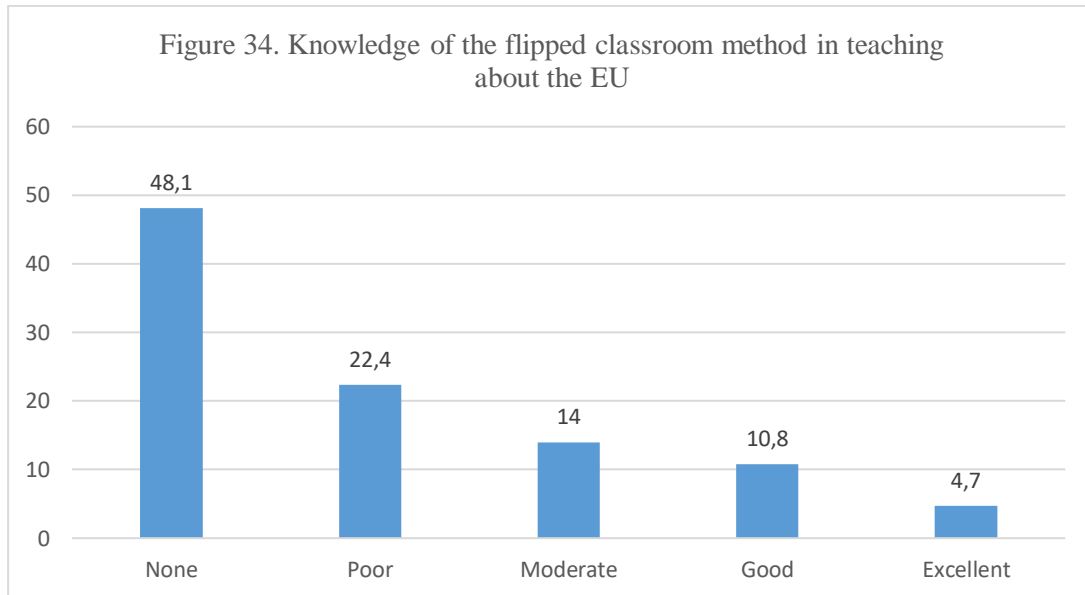


Table 36. Knowledge of the flipped classroom method in teaching about the EU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	481	48,1	48,1	48,1
	2	224	22,4	22,4	70,5
	3	140	14,0	14,0	84,5
	4	108	10,8	10,8	95,3
	5	47	4,7	4,7	100,0
	Total	1000	100,0	100,0	

### C.2.5. Microlearning

Microlearning involves face-to-face or digital learning aimed at achieving autonomous learning goals in a short period of time. However, empirical research reveals that a variety of reasons, including the lack of relevant knowledge, make the implementation of this method challenging in schools (Geraki, 2022: 60). This conclusion is reflected in our research as well. Half of the sample (50.8%) is unfamiliar with microlearning, 23.7% have minimal knowledge about it, 13.8% have moderate knowledge, and only 11.7% state that they have satisfactory or very satisfactory knowledge of it (detailed information can be found in Figure 35, Table 37).

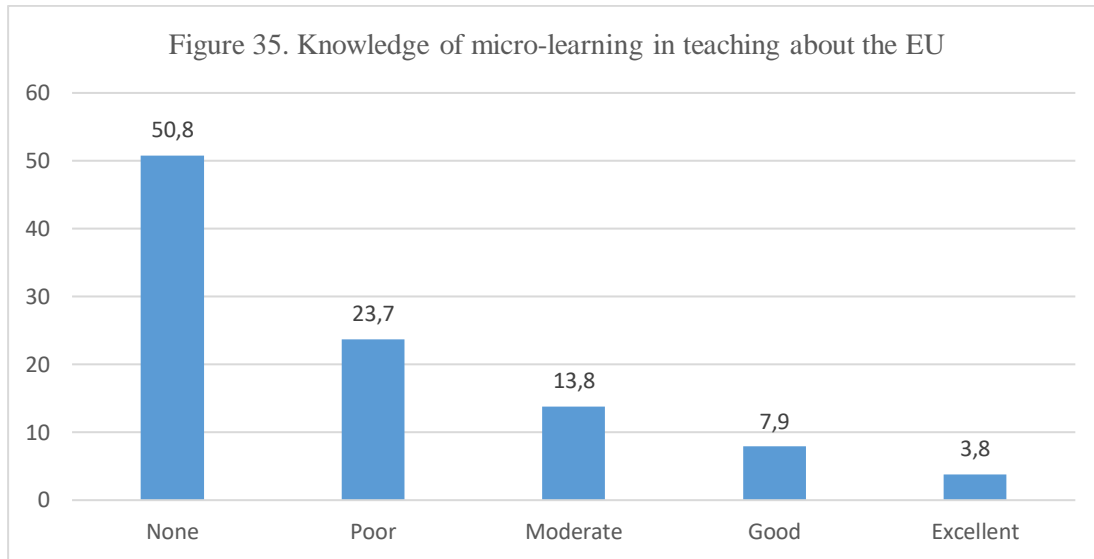


Table 37. Knowledge of micro-learning in teaching about the EU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	508	50,8	50,8	50,8
	2	237	23,7	23,7	74,5
	3	138	13,8	13,8	88,3
	4	79	7,9	7,9	96,2
	5	38	3,8	3,8	100,0
	Total	1000	100,0	100,0	

### C.2.6. Project Method

In contrast to the previous alternative teaching methods, a higher percentage (34.2%) of respondents seem aware or extremely aware of the project method, and 21.1% declare that they are moderately aware of it. In contrast, 44.7% of the respondents indicate that they have poor or no knowledge at all of this method (for details see Figure 36 and Table 38).

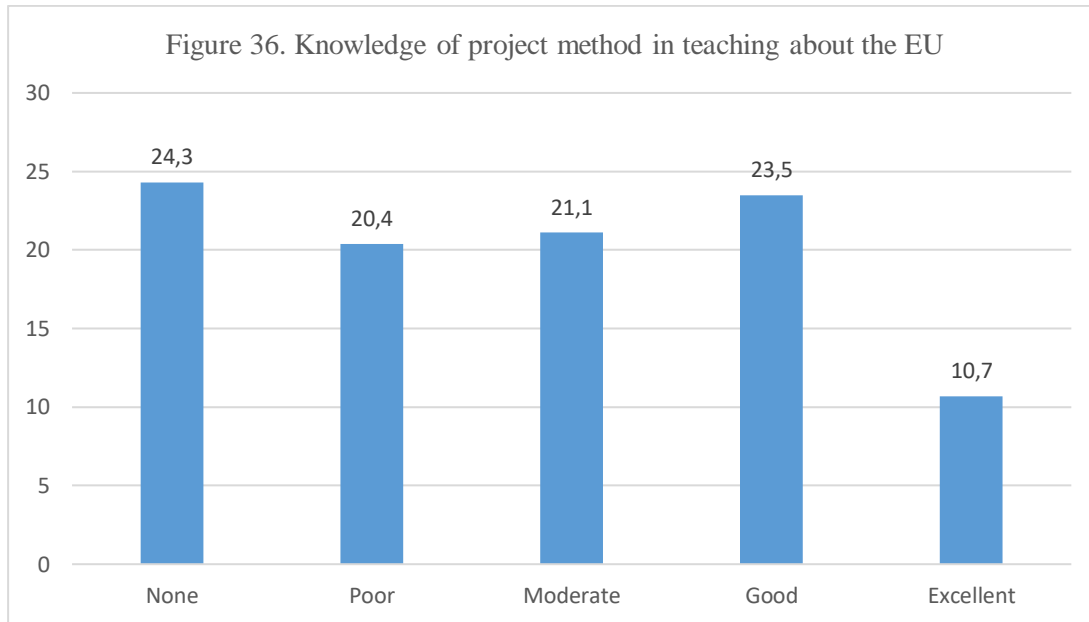


Table 38. Knowledge of project method in teaching about the EU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	243	24,3	24,3	24,3
	2	204	20,4	20,4	44,7
	3	211	21,1	21,1	65,8
	4	235	23,5	23,5	89,3
	5	107	10,7	10,7	100,0
	Total	1000	100,0	100,0	

### C.2.7. Study Visits

Study visits (either face-to-face or digital) a strategy of experiential learning that can be used in teaching about the European Union. However, a fairly high percentage (48.3%) of the respondents declare that they lack or they have poor knowledge of them, 21.8% of them report a moderate level of knowledge, and only about one third ( $\frac{1}{3}$ ) of the sample (29.9%) report a good or excellent level of knowledge (for details see Figure 37 and Table 39).

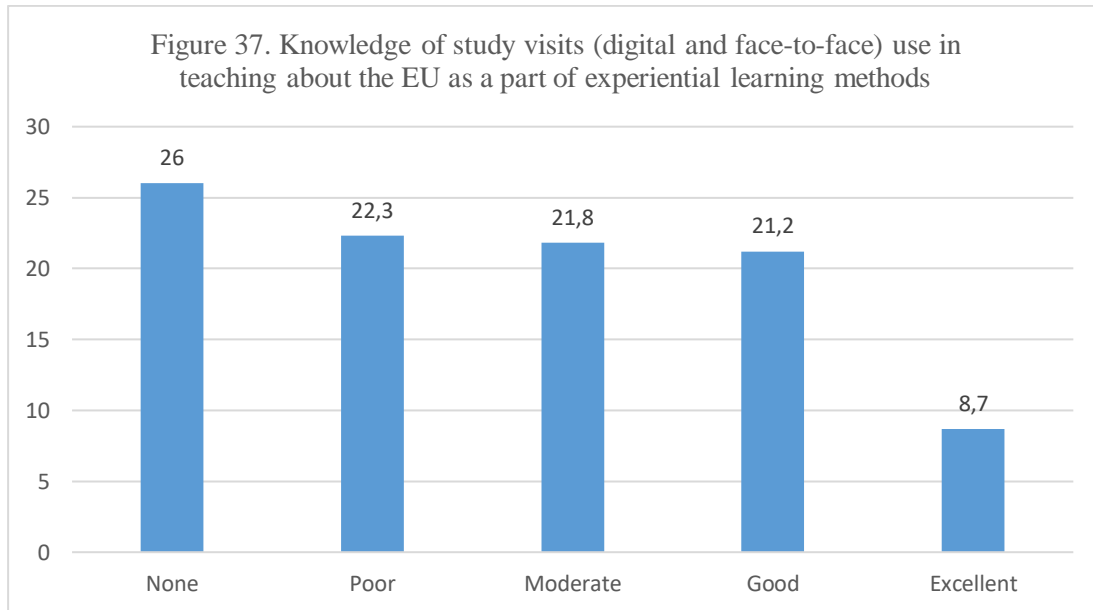


Table 39. Knowledge of study visits (digital and face-to-face) use in teaching about the EU as a part of experiential learning methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	260	26,0	26,0	26,0
	2	223	22,3	22,3	48,3
	3	218	21,8	21,8	70,1
	4	212	21,2	21,2	91,3
	5	87	8,7	8,7	100,0
Total		1000	100,0	100,0	

### C.2.8. Jigsaw Method

The Jigsaw method, also known as the Cooperative Jigsaw Assembly (Aronson & Bridgeman, 1979; Aronson et al., 1978; Slavin, 1990), is a popular teaching approach in which each student or group of students focuses on a specific topic and collaboration is required to piece together the entire subject and ultimately acquire knowledge. According to this method, there is interdependence among units (students) or work groups to solve a problem or achieve knowledge. This method could be used to understand the diversity of member states and the composition of the European Union. It could also serve to comprehend the collaborative working approach for addressing multidisciplinary issues through the multi-level governance of the European Union, involving interdependent groups of experts.

Regarding the knowledge of using this experiential alternative teaching method, the majority of respondents declare that they either have no knowledge at all (34%) or poor knowledge (21.7%). 18.7% of respondents declare that they have moderate knowledge of the Jigsaw method, and 25.6% that they have good or excellent knowledge of it (for details see Figure 38 and Table 40).

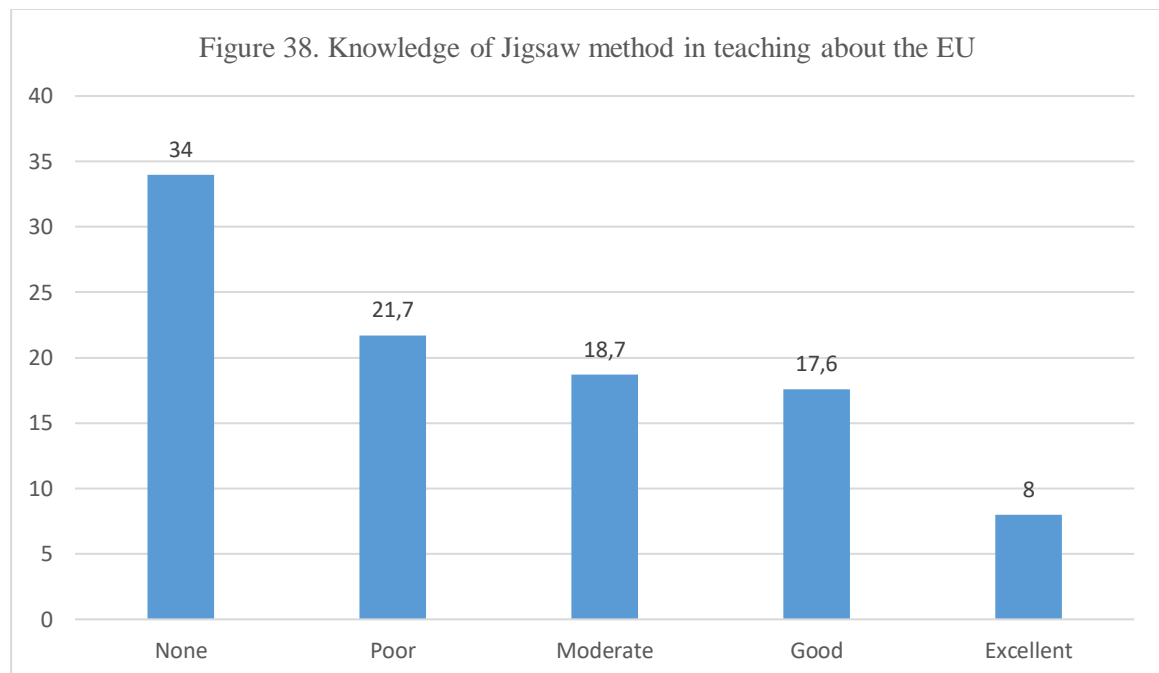


Table 40. Knowledge of jigsaw method in teaching about the EU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	340	34,0	34,0	34,0
	2	217	21,7	21,7	55,7
	3	187	18,7	18,7	74,4
	4	176	17,6	17,6	92,0
	5	80	8,0	8,0	100,0
	Total	1000	100,0	100,0	

### C.2.9. Teaching through Art

The utilization of art in education can be employed experientially, allowing learners to acquire the necessary knowledge about the European Union in an alternative, explorative, and creative manner. For instance, in the Jean Monnet Program "Learning EU at Schools" titled "Europe at Schools through Art and Simulation,"

conducted by the University of Piraeus in 2013-14, 138 primary education teachers and postgraduate students in Pedagogical Departments of Primary Education were trained to create and utilize educational comics and virtual museums in the classroom for the purpose of teaching about the European Union.



However, similar to most of the aforementioned alternative teaching methods, the majority of the respondents seem to lack knowledge about how to utilize art for the teaching of the European Union. Approximately half of the respondents (50.7%) state that they either do not know or know very little about using art in teaching, while 21.2% claim to have a moderate level of knowledge. On the other hand, only about a quarter of the respondents (28.4%) report that they know well or very well how to use art for teaching topics related to the European Union (for detailed information see Figure 39, Table 41).



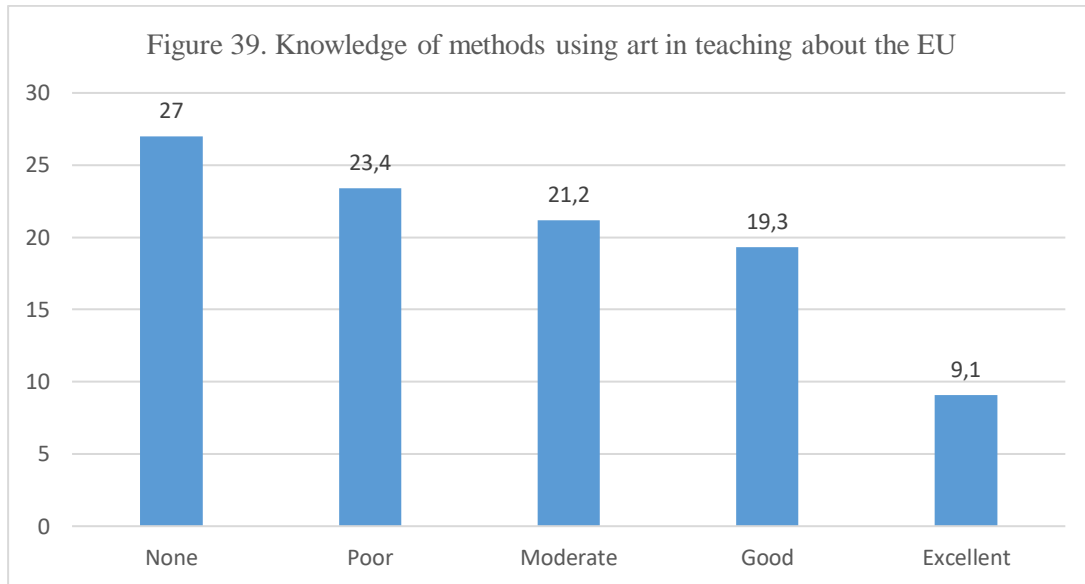


Table 41. Knowledge of methods using art in teaching about the EU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	270	27,0	27,0	27,0
	2	234	23,4	23,4	50,4
	3	212	21,2	21,2	71,6
	4	193	19,3	19,3	90,9
	5	91	9,1	9,1	100,0
	Total	1000	100,0	100,0	

## Results of Section C

### Conclusions - Discussion

The findings of the research reveal that the students do not possess adequate knowledge regarding pedagogical teaching methods for educating about the EU. Specifically:

- Only 6.1% of the respondents state that they have sufficient knowledge to teach the European Union to their students.
- The overwhelming majority (65%) of the surveyed students is not satisfied with the level of knowledge they possess, regarding pedagogical methods for teaching about the European Union.
- 82.4% of the students declare that they have moderate to no knowledge on how to implement experiential teaching methods in EU education.
- 65.7% of the students state that they have moderate to no knowledge on how to use digital tools for teaching about the EU.
- 83.2% of the students indicate that they have moderate to no knowledge on how to apply simulation exercises.
- 84.5% of the students report having moderate to no knowledge about the flipped classroom method for teaching EU topics.
- 88.3% of the students acknowledge having moderate to no knowledge about micro-learning.
- 65.8% of the students admit that they have moderate to no knowledge about the project-based method.
- 70.1% of the students state that they have moderate to no knowledge on how to use virtual or digital visits for teaching about the EU.
- 71.6% of the students admit having moderate to no knowledge on how to use art for teaching topics related to the European Union.
- 74.4% of the students declare that they have moderate to no knowledge of the Jigsaw method.

It is observed that students have limited knowledge of how to use alternative and innovative pedagogical methods for teaching the EU in schools. During the training, the research team should provide educators and prospective teachers with information about new pedagogical approaches and methods for teaching the EU in schools. In this context, good practices from previous programs implemented by the University of Piraeus can also be mentioned, such as the Jean Monnet Learning EU at Schools programs, the Erasmus+ KA3 program Teachers4Europe: Setting an Agora for Democratic Culture (<https://www.teachers4europe.eu/en/>), and the Schools Ambassadors Program of the European Parliament.

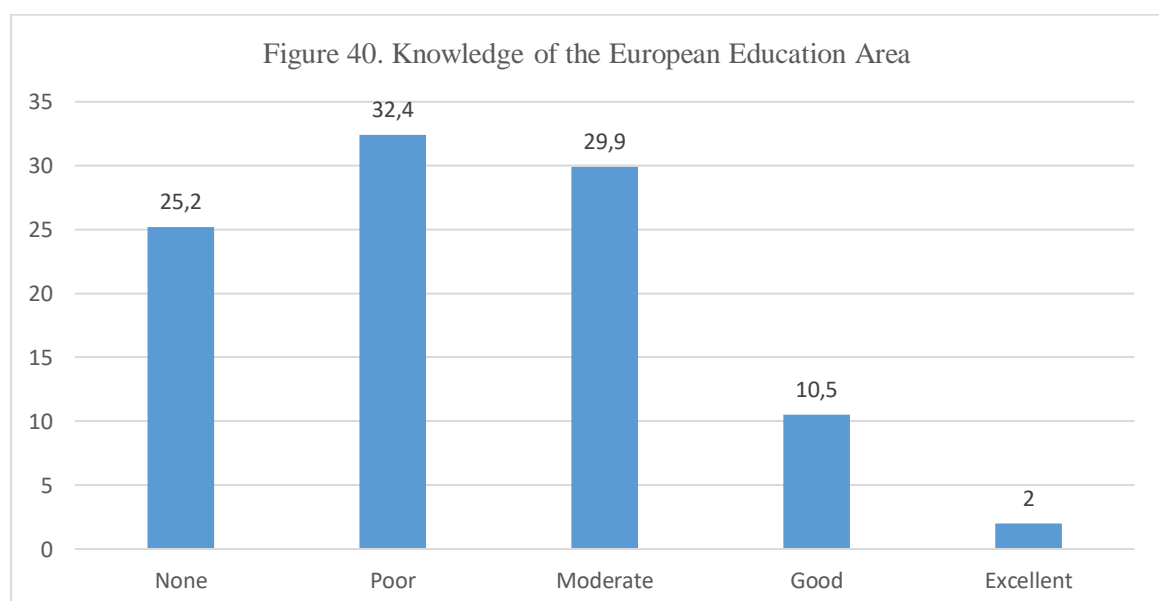
Furthermore, the team should assist them in implementing digital visits, such as to the European Parliament (<https://www.europarl.europa.eu/news/en/headlines/eu-affairs/20230515STO89901/digital-journey-take-a-virtual-tour-of-the-european-parliament>), the House of European History (<https://historia-europa.ep.eu/en/virtual-tour/?site=1851790820515457&vlon=2.60&vlat=0.50&fov=100.0&image=949151042978276>) or the European Space Agency ([https://www.esa.int/About\\_Us/Careers\\_at\\_ESA/ESA\\_sites\\_virtual\\_tour](https://www.esa.int/About_Us/Careers_at_ESA/ESA_sites_virtual_tour)).

Moreover, through Europeana, they can engage with the digital cultural heritage of Europe.

## D. Knowledge of Contemporary Developments in European Educational Policy and Desire for Knowledge and Teaching of the EU

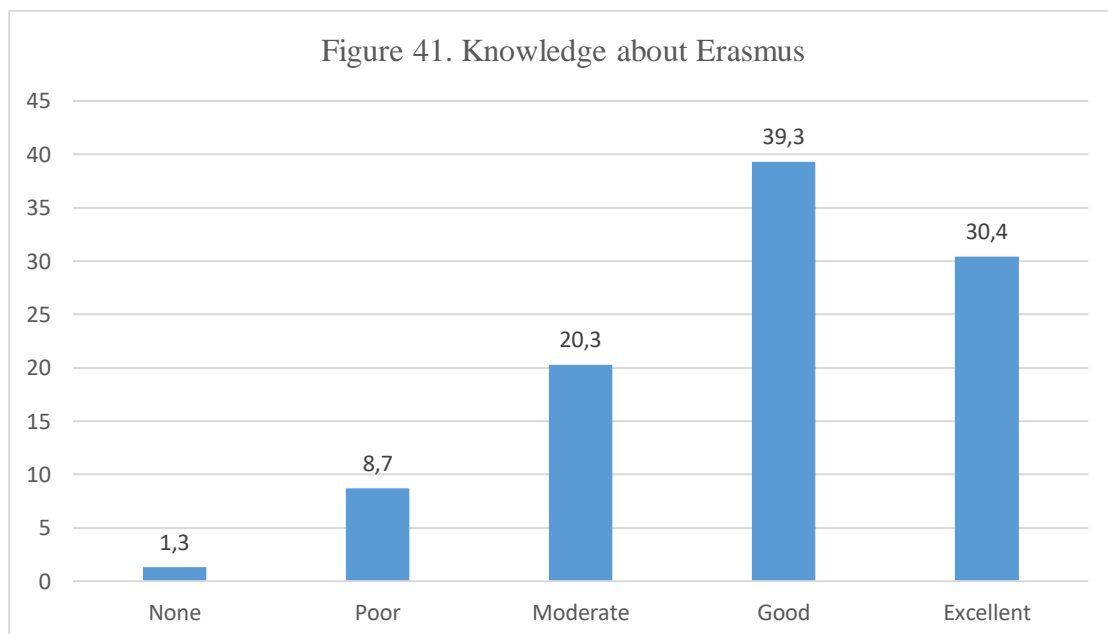
In the fourth and final section of the questions, an attempt was made to identify the students' knowledge of contemporary developments in European Educational Policy related to the European Education Area and the Erasmus+ program (2021-27), as well as their willingness to learn more about and teach the European Union in schools.

The European Education Area is a European plan towards 2025, involving initiatives, investments and cooperation between EU Member States in order to enhance education and training for European citizens. Among other things, it includes an action plan to strengthen digital education so that education systems can meet the new digital requirements. Knowledge of these issues is particularly important for those involved in education. However, a large proportion of respondents do not know anything about the European Education Area (25.2%) or they declare poor knowledge about it (32.4%), and 29.9% indicate that they have moderate knowledge. In contrast, only 12.5% report that they know the European Education Area well or very well (for details see Figure 40 and Table 42).



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	252	25,2	25,2	25,2
	2	324	32,4	32,4	57,6
	3	299	29,9	29,9	87,5
	4	105	10,5	10,5	98,0
	5	20	2,0	2,0	100,0
	Total	1000	100,0	100,0	

In the question concerning the knowledge that students estimate they have regarding the Erasmus+ program, there appears to be a widespread awareness among both male and female students. A high percentage, 69.7%, state that they know the program very well (30.4%) or quite well (39.3%). One in five students declares knowing it moderately well (20.3%), a small percentage of 8.7% claims to know it to some extent, while only 1.3% of the respondents state that they don't know it at all. This particular finding aligns with the broader observation that the Erasmus+ program is the most popular European program, given its particular emphasis on youth exchange activities.



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	1,3	1,3	1,3
	2	87	8,7	8,7	10,0
	3	203	20,3	20,3	30,3
	4	393	39,3	39,3	69,6
	5	304	30,4	30,4	100,0
	Total	1000	100,0	100,0	

In the question regarding how important students consider it to learn more about the European Union beyond their academic department, 72.9% state that they find it very important (34.8%) or extremely important (38.1%). This percentage is understandably high, given the weaknesses identified in previous questions, but it also constitutes a positive aspect, as it reflects the students' interest in learning about the EU from their department. Only 9.2% consider it slightly important (6.7%) or not important at all (2.5%) to learn more about the EU, while 17.9% find it moderately important to learn more about the EU.

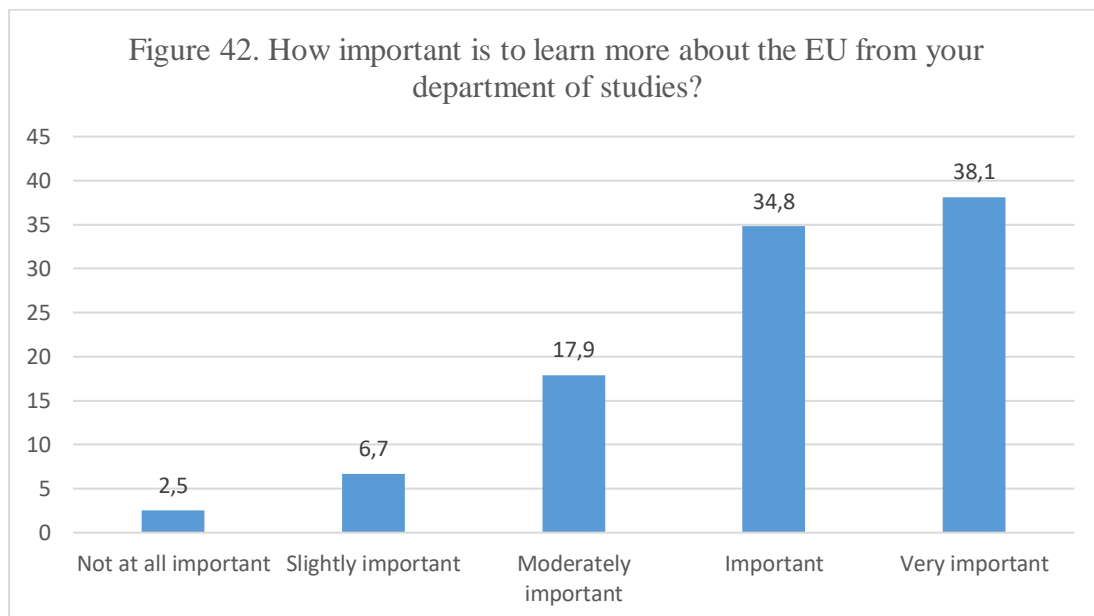


Table 44. How important is to learn more about the EU from your department of studies?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	25	2,5	2,5	2,5
	2	67	6,7	6,7	9,2
	3	179	17,9	17,9	27,1
	4	348	34,8	34,8	61,9
	5	381	38,1	38,1	100,0
	Total	1000	100,0	100,0	

In the final question, it is particularly important that students of these specific departments, despite the weaknesses they perceive in their knowledge background, not only about the European Union but also about teaching methods related to it, in a percentage of 69.6% consider it very important (32.6%) and extremely important (37%) to teach their future students about it. The response to the relevant question shows that, in the overwhelming majority, students of educational departments understand the significance of educating about the EU. Finally, as indicated in Figure 43, only 2.6% consider it not at all important to teach their future students about the EU, 7.4% find it slightly important, while 20.4% consider it moderately important. This specific data suggests a positive inclination among future educators to teach their future students about the EU, something essential given the challenges and needs for shaping informed and democratic citizens.

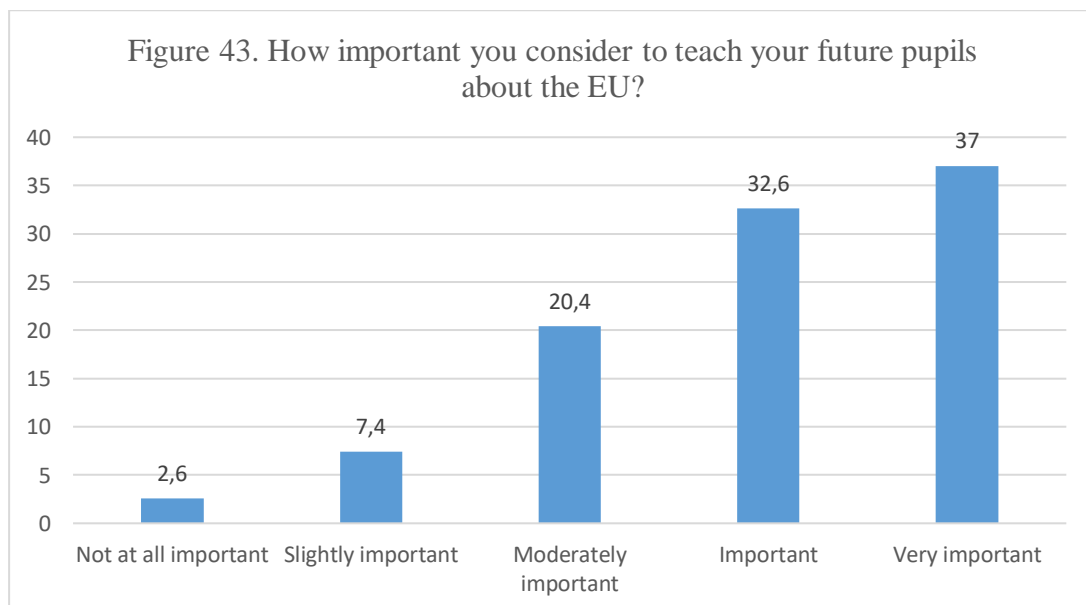


Table 45. How important do you consider it to teach your future pupils about the EU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	26	2,6	2,6	2,6
	2	74	7,4	7,4	10,0
	3	204	20,4	20,4	30,4
	4	326	32,6	32,6	63,0
	5	370	37,0	37,0	100,0
	Total	1000	100,0	100,0	

## Results of Section D

### Key findings:

- A significant percentage of students (87.5%) have either moderate or no knowledge at all about the European Higher Education Area.
- Conversely, the overwhelming majority of students are familiar with the Erasmus+ program, confirming its status as the most popular European program.
- 72.9% of students consider it very important or extremely important to learn from their department more about the European Union.
- 69.6% of students consider it very important or extremely important to teach the EU to their future students.



## 7. Conclusions

For the study of teaching topics related to the European Union in university departments of pedagogical education, mapping was conducted in twenty-three departments and corresponding undergraduate programs of nine Greek universities. Additionally, qualitative research was conducted using semi-structured interviews with academic staff and quantitative research with students.

From the mapping, it became evident that there is a limited number of courses or references to the European Union or European Educational Policy in the study programs. Similarly, there is a lack of academic and research staff with relevant expertise. Furthermore, most courses directly or indirectly related to the EU are elective and not attended by all students of these departments. In several departments, there are courses that focus on broader issues such as lifelong learning and training, but they do not address the shaping of fundamental strategies that takes place at European level. References are made to the Erasmus+ program and other relevant European programs in the detailed study guides and available course guides of the examined university departments of pedagogical education. However, there are no courses regarding the EU or European Educational Policy offered in English or any other foreign language for Erasmus students.

The lack of courses related to the EU was confirmed through qualitative research based on the responses of interviewed teaching staff. The majority of them expressed the view that their departments do not provide sufficient knowledge about the EU to students. Simultaneously, a significant deficit was identified in terms of educating in new teaching methods and in utilizing ICT for teaching about the European Union. In general, lack of specialized knowledge among educators was observed, concerning both the institutional functioning of the EU and its policies, as well as its programs and opportunities, except for Erasmus+. Furthermore, a connection was found between interviewees expressing criticism towards the EU as well as the European Education Area, and the fact that their departments do not offer EU-related courses. Lastly, a point of critique from several interviewees

regarding European programs was bureaucracy, insufficient adaptation to local contexts, inadequate technical support, lack of information, superficial thematic coverage, and the need for lobbying. It is noteworthy that difficulty was encountered in approaching and finding educators in the specific departments to participate in the twenty (20) interviews. Several stated that they have limited relevance to the research subject and thus did not wish to participate. This particular fact highlights an underlying weakness in terms of the knowledge background on the specific issue, which also corroborates the findings of the mapping.

The quantitative research confirms the initial hypothesis of the MOTIVATE program, as well as the logic of the Jean Monnet program, that there is a need for training both current and future educators. The research reveals that a vast majority of students in pedagogical departments of Greek universities have never attended a relevant course on the EU. This becomes evident from their lack of fundamental knowledge about the EU values and institutional system, as well as its policies on knowledge, governance, and their outcomes at both European and national levels. Moreover, they seem to be unaware of the existence, function, and role of key institutional bodies in educational policy, such as the European Centre for the Development of Vocational Training (CEDEFOP) or the Education, Audiovisual and Culture Executive Agency (EACEA). Simultaneously, there is a significant deficit in knowledge of modern teaching methods and the use of ICT for teaching about the EU in schools, as well as in knowledge about the existence of digital repositories and platforms that offer interactive tools, games, etc., for knowledge acquisition by students and educators (EU Learning Corner, School Education Gateway, Europeana, etc.). Additionally, the overwhelming majority is unaware of new opportunities for training, skill acquisition, and employment through Microlearning and Microcredentials programs.

An extremely important finding is the lack of awareness regarding the European Education Area (87.5%), which directly concerns them, and the non-participation of future teachers in a youth exchange program at a rate of 94.6%. Students are aware of the Erasmus program, demonstrating its popularity. However, further study is needed on the one hand regarding their participation in mobility for studies or training, and on the other hand, for the internationalization of these departments

through hosting foreign students and teachers via Erasmus+. A positive and optimistic finding of the research is that the overwhelming majority of students indicate that, on the one hand, they would like to enhance their knowledge and skills about the EU, and on the other hand, they consider it important to transfer and develop this knowledge and these skills to their future students.

## 8. Policy recommendations

1. The adoption of a coordinated plan is required, in collaboration with the Ministry of Education, Religious Affairs and Sports, the Institute of Educational Policy, other relevant bodies, and the Departments of Pedagogical Education, to enhance the European dimension of education in the pre-service and in-service continuous training. The funding for these actions can be integrated into the new "Partnership Agreement for Regional Development 2021-2027" ("National Strategic Reference Framework 2021-2027").
2. The Ministry of Education, Religious Affairs and Sports should incentivize the Departments of Pedagogical Education by creating new positions for members of the Teaching and Research Staff in subjects related to the EU and international and European developments in Knowledge Policies.
3. The creation of research laboratories, as well as postgraduate and doctoral study programs, focused on studying the role of the EU in education should be strengthened. This will foster a community of researchers in related fields.
4. Courses on the EU and the European Education Policy should be introduced upon a decision by the Departments. These courses should align with the principles of student-centered and inclusive learning.
5. Training seminars on European initiatives and programs, as well as their implementation, should be carried out for Academic and Administrative Staff and students.
6. "Internationalization at home" should be enhanced through the mobility of foreign visiting professors and students via Erasmus+, incorporating English-

language courses into the undergraduate study programs of pedagogical departments.

7. Such efforts have the potential to shape a more informed generation of educators who can actively promote European values, cooperation, peace, inclusiveness, and European identity within their classrooms and communities.

## The Jean Monnet MOTIVATE Programme

During the implementation of MOTIVATE the research team has decided the following:

1. Structured and accredited training on EU subjects will be offered for schools and VET teachers, preservice and substitute teachers and students through an Online Microlearning Programme, including the provision of relevant content and methodologies for teachers teaching at various levels, from different backgrounds and experience. The target groups are the following: 2000 teachers (1300 in-service primary and secondary teachers, 300 substitute teachers, 200 pre-service teachers, 100 special needs teachers, 100 school leaders), 1000 students (including 200 early childhood students, 300 primary students, 300 secondary students and 200 sociology and political sciences students).
2. The Microlearning Programme content will be developed, including the following 6 modules:
  - EU institutions/Governance/Policies
  - EU Human and Fundamental Rights/Rule of Law/Values /Democracy
  - European Education Area: Policies and Practices for Teachers and Schools
  - Approaches, Methods and Practices for Teaching EU at Schools
  - Innovative Tools on Teaching EU at Schools
  - Implementing good school practices on EU matters

Each of the above sections is developed into specific thematic areas aimed at achieving specific goals and learning outcomes. The Microlearning program is offered in Greek, English, and Greek Sign Language.

3. The MOTIVATE research team will organize workshops for training in innovative teaching methods for EU-related topics in schools (experiential simulation exercises, flipped classroom, use of digital tools, games, digital storytelling, etc.). In order to effectively teach about EU institutions and values, it is important to use teaching methods that are interactive, experiential and innovative, such as simulations, discussions and case studies. For example, students can participate in simulations of an institution, as well as engage in discussions about EU policies and initiatives. In this process, they can role-play as EU politicians and officials, developing their skills in critical thinking, argumentation, and negotiation (Guasti et al., 2015).
4. The MOTIVATE program will familiarize students with educational digital tools and platforms fit for teaching and learning about the EU, like the "Learning Corner" and the digital content of Europeana, and will help them implement digital visits such as to the European Parliament, the House of European History, or the European Space Agency.
5. The MOTIVATE program will encourage the engagement of parents and education stakeholders in the attainment of the European dimension of education through the creation of a Community of Practice and a toolkit (MOTIVATE HOW-TO TOOLKIT) as well as blended, face-to-face and digital laboratories. Additionally, a best practice in the training process is to involve experts and professionals from EU institutions. This can provide students with a unique opportunity to learn directly from individuals working within EU institutions, who possess personal experience in the functioning and decision-making processes within the EU (Zavala-Pérez et al., 2020).
6. The MOTIVATE program will encourage educators to implement activities in schools related to the EU, such as EU Discussion Days, European Days, Info Points for the EU, and collaborations with schools from EU member states. Moreover, students may participate in study visits to EU institutions (in-



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person or digital), where they can observe the functioning of these institutions and learn about their policies and initiatives in a hands-on manner (Lavage & Berlin, 2013).

7. The MOTIVATE program will conduct research, organize conferences, and generate publications on the aforementioned topics.

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## Annex I - Qualitative Survey Questions & Informed Consent Form

1. Gender:
2. Department/University:
3. Age:
4. Academic position:
5. Academic specialization:
6. Contact information:

**7. What do you know about the EU, its function and role?**

--

**8. How do you assess the developments in the EU and especially in the European educational area?**

--

**9. What is the level of your department in terms of providing your students, as future teachers, with sufficient knowledge of the European Union (its principles, values and functions)?**

--

**10. Regarding the different teaching methods that exist for the European Union, how do you personally judge the education of your students both through the curriculum and through the activities that take place?**

**11. How do you assess the existing opportunities to educate your students about the European Union through the provision of relevant courses or programmes within the curriculum?**

**12. What is your opinion about the modern methods of education through information and communication technologies (ICT) developed by European institutions? Do you use any of them?**

**13. What is your opinion about the European programmes that exist at research and education level?**

**14. In your opinion do the faculty members of your department make use of the European programmes that exist at the research and educational level?**

### Informed Consent Form

Programme Title: Motivating Teachers 4 Europe

Funding: Erasmus (EU Grants)

Researcher:

#### 1. Main research objectives

The research scope is to investigate intercultural competences, skills and the gap between the knowledge and appropriate pedagogical and methodological approaches to teaching about the European Union that future teachers need, as well as to investigate the opinion of university students on the integration of courses related to the European Union in the curriculum of their departments.

#### 2. Why are we asking you to participate in the survey?

We are asking you to participate in this survey because it is very important to explore in depth your views on education regarding EU issues in academic pedagogical departments. It is important to record your knowledge, opinions and practices regarding the EU education provided, possible shortcomings and related suggestions.

### **3. How do you participate in the survey?**

You participate in the survey as an interviewee, in a semi-structured open-ended interview to be held at a predetermined time.

### **4. Benefits from the research**

You will not personally gain any direct and significant financial benefit from your participation in this research, but your participation is essential as it is a very important step in the study of this issue.

### **5. Potential risks of participating in the research**

There is no cost or charge to you for participating in the survey, except for the time you spend for the interview.

According to the declaration of the survey researchers, there is no conflict of interest.

### **6. Is there an obligation to participate?**

Your participation in the survey is completely voluntary. You can refuse to participate without any reason or excuse. However, if you do agree to participate, please read this form carefully, keep it and sign the consent form.

Even after you have agreed to participate you may change your mind at any time and withdraw from the survey without any reason or excuse and without any consequence for you. In this case you can request that the data and information we have collected from you be deleted.

Your request for deletion of the information you have given us may be granted until 22/12/2022.

### **7. Privacy and confidentiality**

As part of the survey you are invited to take part in, we will collect the following personal data about you: Department/University, gender, age, academic position, academic specialization, contact details.

This data is necessary in order to draw important conclusions for our research regarding academics' views on teaching in relation to the EU.

We will collect the information you provide by recording it in audio files.

The information you give us will be anonymised in such a way that your identity cannot be disclosed to third parties. Also, your identity will not be disclosed in possible publications, presentations or scientific reports resulting from this study.

Data are kept under the responsibility of the researcher and the research team.

### **8. Who can I contact for more information about the survey?**

If you have any questions or concerns about the survey, please do not hesitate to contact the researcher.

By signing this informed consent form, you indicate that you understand and accept the terms of this research by voluntarily participating.

A copy of this form will be given to you.

I have read the above and agree to participate in the survey.

Name and Surname:

Signature:

Date:

## Annex II - Quantitative Research Questions

### Introductory note

Dear participant,

This survey is part of the Motivating Teachers 4 Europe project funded by EU Grants.

Its purpose is to investigate intercultural competences, skills and the gap between knowledge and appropriate pedagogical and methodological approaches regarding teaching about the European Union that future teachers need, as well as to investigate students' opinions on the integration of European Union-related courses in the curriculum of their departments.

In addition to the questions concerning demographic data, as well as other questions with yes/no or free-choice answers, the five-point Likert scale is used in order to better determine the relative intensity on the answers received for the specific questions (1=Not at all, 2=Poor, 3=Moderate, 4=Good, 5=Excellent).

Survey data is collected purely for research purposes and your questionnaires and responses will remain anonymous. There are no right or wrong answers, as long as you answer honestly.

Informed Consent:

By completing the following questions, I consent to providing my information for research purposes, knowing that the survey is completely anonymous and that the principles and ethics of research apply to it.

Thank you in advance for your time.

Completion time: approximately 8 minutes.

### Questions

1. What is your biological gender?

- i. Male
- ii. Female

2. What is your age?

- i. 18
- ii. 19
- iii. 20
- iv. 21
- v. 22
- vi. Other:.....



3. In which university and department do you study?

.....

4. In which academic semester do you study?

- i. 1st semester
- ii. 2nd semester
- iii. 3rd semester
- iv. 4th semester
- v. 5th semester
- vi. 6th semester
- vii. 7th semester
- viii. 8th semester
- ix. 9th semester
- x. 10th semester
- xi. Other:.....

5. What is the place of your origin?

.....

6. Do you work alongside your studies?

- i. Yes
- ii. No

7. What is the educational level of your mother?

- i. Not finished Primary Education
- ii. Primary Education
- iii. Lower Secondary Education
- iv. Upper Secondary Education
- v. Vocational School
- vi. Higher Education
- vii. Master Degree
- viii. PhD

8. What is the educational level of your father?

- i. Not finished Primary Education
- ii. Primary Education

- iii. Lower Secondary Education
- iv. Upper Secondary Education
- v. Vocational School
- vi. Higher Education
- vii. Master Degree
- viii. PhD

9. What is the occupation of your mother?

- i. Farmer
- ii. Unemployed
- iii. Public Servant
- iv. Self employed
- v. Worker
- vi. Private employee
- vii. Homemaker
- viii. Pensioner

10. What is the occupation of your mother?

- i. Farmer
- ii. Unemployed
- iii. Public Servant
- iv. Self employed
- v. Worker
- vi. Private employee
- vii. Homemaker
- viii. Pensioner

11. Do you live:

- i. With parents
- ii. Alone
- iii. In university campus residence
- iv. With a roommate

12. Was it your first choice to study in an academic school with the purpose of becoming a teacher?

- i. Yes
- ii. No

13. Knowledge about the EU:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

14. I would like to learn more about how the EU works:

- i. Not at all like
- ii. Slightly like
- iii. Moderately like
- iv. Like
- v. Extremely like

15. Understanding of the EU functions:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

16. Knowledge of EU values and principles:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

17. I would like to learn more about the EU values and principles:

- i. Not at all like
- ii. Slightly like
- iii. Moderately like
- iv. Like
- v. Extremely like

18. Knowledge of European Parliament functions:

- i. None
- ii. Poor
- iii. Moderate

- iv. Good
- v. Excellent

19. Knowledge of European Commission functions:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

20. Knowledge of European Council functions::

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

21. Knowledge of the Council of the EU functions:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

22. Knowledge of European Ombudsman functions:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

23. Knowledge of European Environment Agency functions:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

24. Knowledge of CEDEFOP functions:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

25. Knowledge of EACEA functions:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

26. Knowledge of FRA functions

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

27. During your studies at university do you have attended courses on the European Union?

- i. Yes
- ii. No

28. Have you ever participated in a youth exchange program?

- i. Yes
- ii. No

29. I believe that my knowledge is enough in order to teach about the EU:

- i. Not at all enough
- ii. Slightly enough
- iii. Moderately enough
- iv. Enough
- v. Extremely enough

30. Knowledge of pedagogical methods in order to teach about the EU:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

31. Knowledge of experiential learning methods in teaching about the EU:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

32. Knowledge of digital tools in teaching about the EU (quiz, games):

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

33. Knowledge of simulation in teaching about the EU:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

34. Knowledge of the inverted classroom method in teaching about the EU:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

35. Knowledge of micro-learning in teaching about the EU:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

36. Knowledge of project method in teaching about the EU:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

37. Knowledge of study visits (digital and face-to-face) use in teaching about the EU as a part of experiential learning methods:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

38. Knowledge of jigsaw method in teaching about the EU:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

39. Knowledge of methods using art in teaching about the EU:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

40. Knowledge of the European Education Area:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

41. Knowledge of Erasmus:

- i. None
- ii. Poor
- iii. Moderate
- iv. Good
- v. Excellent

42. How important is to learn more about the EU from your department of studies?

- i. Not at all important
- ii. Slightly important
- iii. Moderately important
- iv. Important
- v. Very important

43. How important do you consider to teach your future pupils about the EU?

- i. Not at all important
- ii. Slightly important
- iii. Moderately important
- iv. Important
- v. Very important