

Learning for Democracy: Experiential learning of EU as a tool for European citizenship and democratic values awareness

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1. Education for Democracy

- **Education is directly connected with modern democracies.** Several scholars have claimed that in order for a modern democratic state and society to rise, prosper and develop, it is necessary to create educated citizens. Therefore, an educational system in which democratic values, skills and virtues of democratic citizenship are developed, is necessary for modern democracies and their citizens (Gutmann and Ben-Porath, 2014).
- Also, **education which involves both formal and non-formal activities and teach students the use of new technological tools could enhance participation and cultivate democracy and active citizenship.** This is possible given the fact that young students not only learn with a formalistic way but also and most importantly, through their emulation and thus, through active participation. This non-formal way of education could also become a wave effect among young people/citizens as long as they will spread the awareness on the issues of democracy, participation and debate on contemporary problems and challenges. This wave effect will work as a democratic multiplier, creating a positive impact on the society towards democratic participation and citizenship awareness.



2. The non formal education for Democracy

- Education should empower pupils and students with a combination of formal and non-formal methods in order to enhance the notion of citizenship and thus, build a more cohesive society, with awareness and respect of diversity. Only this holistic approach can, in theoretical as well as in practical terms, prepare and achieve the essential and integrated democratic identity of an active citizen in the 21st century.
- Considering that and based on our Organization's previous experiences, in which have been organized the last 8 years several Simulation Projects about State's institutions, EU institutions etc, when we first informed about "Theachers4Europe" project we expressed our willingness to cooperate with the University of Piraeus, associating Prof. Asderaki to her admirable efforts, and we took over to implement a Simulation project.



3. The Action

- "T4E Agora for Democratic Culture", Conference for Teachers and Ambassadors.
- The European Parliament Simulation exercise (with the participation of Lyceum students), which will be organized in Athens by the Hellenic Association of Political Scientists (HAPSc), under the academic coordination of Prof. Fotini Asderaki.
- HAPSc will prepare and organize a simulation exercise, including a guide which will be available for all Ambassadors T4E and Teachers4Europe. Moreover, HAPSc will cooperate closely with those Lyceums that will be interested in sending students to the simulation exercise to Athens or those schools of primary or secondary education that will be interested in organizing a local or regional simulation.



3. The Action

- The simulation aims to teach pupils the way the European Parliament function and thus, deepen the importance of democratic institutions.
- The consultation and legislative process of the European Parliament will be simulated, through the performance of the main roles from the participants (Members of different groups of the European Parliament, Board members of the European Parliament, journalists).
- Pupils will be able to understand both the functions of the institutional preparatory process and the differences between party groups based on their different ideological backgrounds.



3. The Action

The Simulation Project includes:

- Three webinars.
- A study guide for pupils and teachers.
- The implementation of Simulation.



3. The Action

Three webinars:

- The first webinar include the presentation of the EU values and the advantages of experiential learning.
- The second and the third one will have as theme the process of the European Parliament simulation and the preparation of students and teachers.



3. The Action

The Study guide has all the important and necessary information about the EU Parliament and the EU parties.

Table of Contents of the Study Guide:

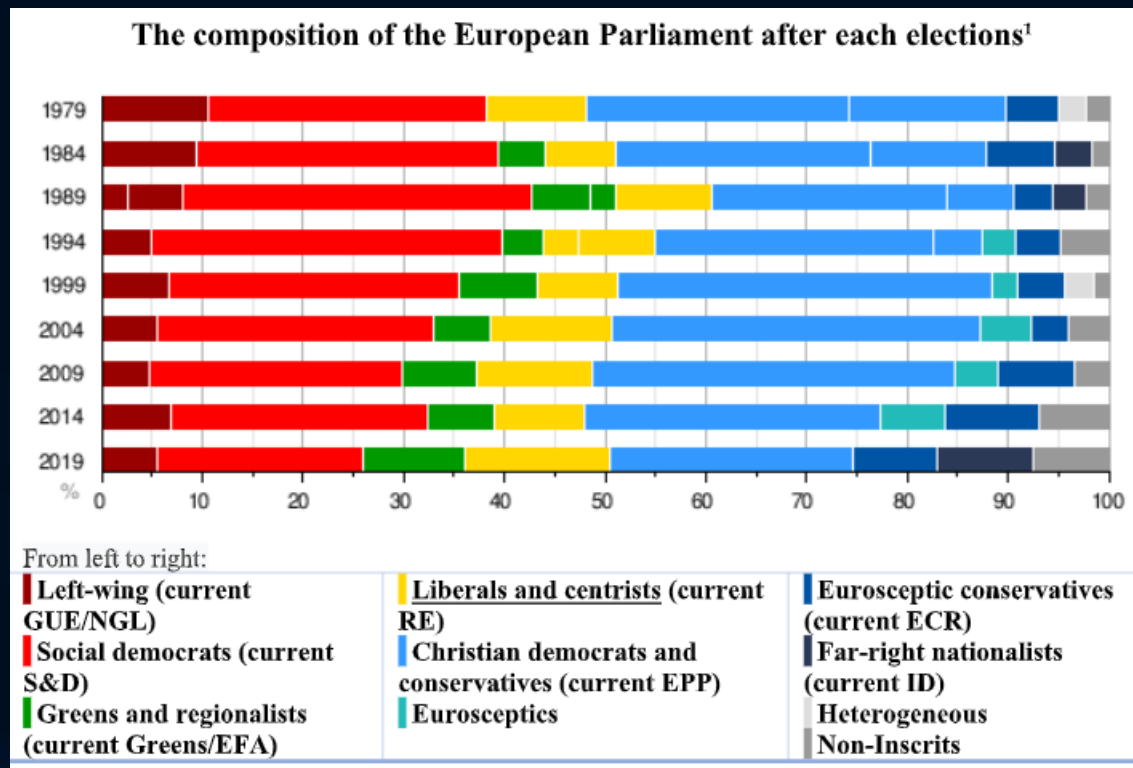
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3. The Action

The Guide includes general information such as National Appointment by Country or the Composition of the EU Parliament:

 Germany	96 (13.62%)
 France	79 (11.21%)
 Italy	76 (10.78%)
 Spain	59 (8.37%)
 Poland	52 (7.38%)
 Romania	33 (4.68%)
 Netherlands	29 (4.11%)
 Belgium	21 (2.98%)
 Czech Republic	21 (2.98%)
 Greece	21 (2.98%)
 Hungary	21 (2.98%)
 Portugal	21 (2.98%)
 Sweden	21 (2.98%)
 Austria	19 (2.70%)
 Bulgaria	17 (2.41%)
 Denmark	14 (1.99%)
 Finland	14 (1.99%)
 Slovakia	14 (1.99%)
 Ireland	13 (1.84%)
 Croatia	12 (1.70%)
 Lithuania	11 (1.56%)
 Latvia	8 (1.13%)
 Slovenia	8 (1.13%)
 Estonia	7 (0.99%)
 Cyprus	6 (0.85%)
 Luxembourg	6 (0.85%)
 Malta	6 (0.85%)



3. The Action

Among other, the Guide includes general information and parties' positions about some crucial issues and the rules of procedures of the European Parliament:

F. Details on the political groups in the European Parliament and their position towards European citizenship

The Members of the European Parliament sit in political groups – they are not organized by nationality, but by political affiliation. There are currently 7 political groups in the European Parliament. 25 Members are needed to form a political group, and at least one-quarter of the Member States must be represented within the group. Members may not belong to more than one political group. Some Members do not

1) European People's Party group (187 seats)

Thesis on European Citizenship:

‘The nation-states are the masters of the Treaties. The nation stands for historical and cultural identity. The EU and the nations that form it are not in contradiction; rather, they strengthen and complement each

G. Rules of Procedure for the European Parliament

Rule 1

The President

1.1. The Parliament shall be chaired jointly by a President and Vice-President. The term ‘President in these rules of procedure refers to both President and Vice-President.

1.2. The President shall open, suspend and close sittings, temporarily adjourn meetings, direct the debates of the Parliament, rule on the admissibility of procedural points, motions and amendments, ensure observance of the rules, maintain order, call on speakers, close debates, limit the number of speakers permitted within a certain debate, close the list of speakers, ascertain whether a quorum exists, put questions to the vote, and announce the result of any vote.

1.3. The President must ensure that all Members abide by the rules of procedure and all



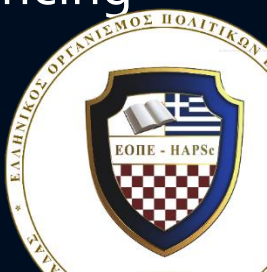
4. Our Past experiences

- HAPSc has extended experience in non-formal education and active political participation for young people through the implementation of simulations and workshops in cooperation with the Region of Crete, the Region of East Macedonia and Thrace, the Municipality of Thessaloniki and the Municipality of Nea Smyrni. Several simulations and workshops were also implemented under the auspices of the Central Union of Municipalities of Greece (KEDE).
- From this experience, it turns out that young people are more involved in educational activities through forms of non-formal education and learning. Thus, education is not just a persuasive outcome but it becomes a self-activity procedure that can lead to interactive capacity building. This form of education and training is a method of experiential learning that cultivates, empathy, democratic participation, coexistence and co-decision.

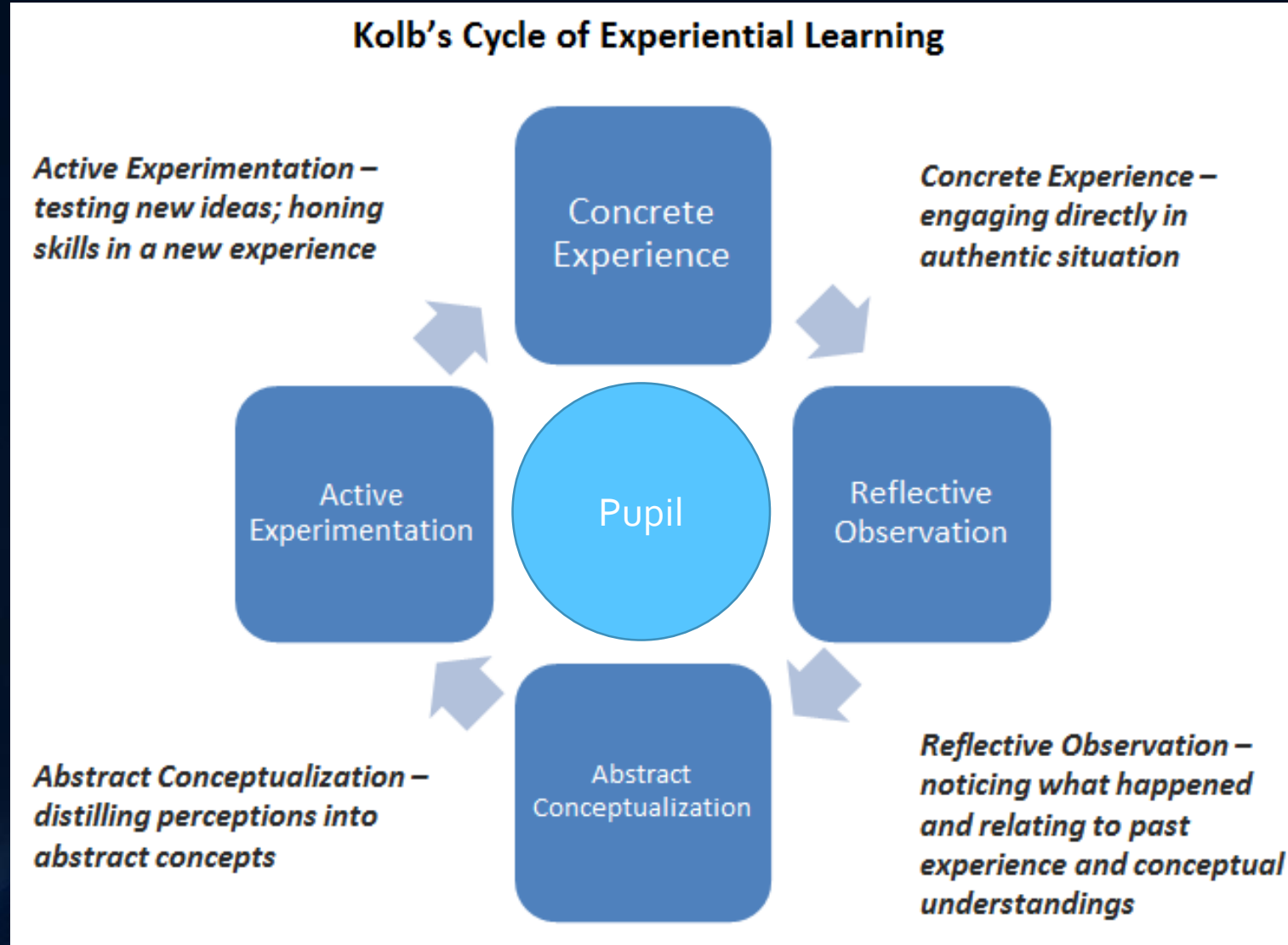


5. Experiential learning benefits

- Pupils who will participate in the simulations will learn about the decision making procedures of the European Parliament.
- Young people will not learn with a formalistic way the decision-making processes but also through their emulation and thus, through active participation in policy formulation.
- At the end of the simulation processes a wave effect among pupils is expected as long as they will spread the awareness on the issues of democracy, participation and debate on contemporary problems and challenges. This wave effect will work as a democratic multiplier, creating a positive impact on the society towards democratic participation and awareness of European citizenship.
- Therefore, the implementation of the simulation will offer the opportunity for enhancing participatory democracy and European citizenship



5. The Experiential Method



Kolb (1976; 1981; 1984), Kuk & Holst (2018)



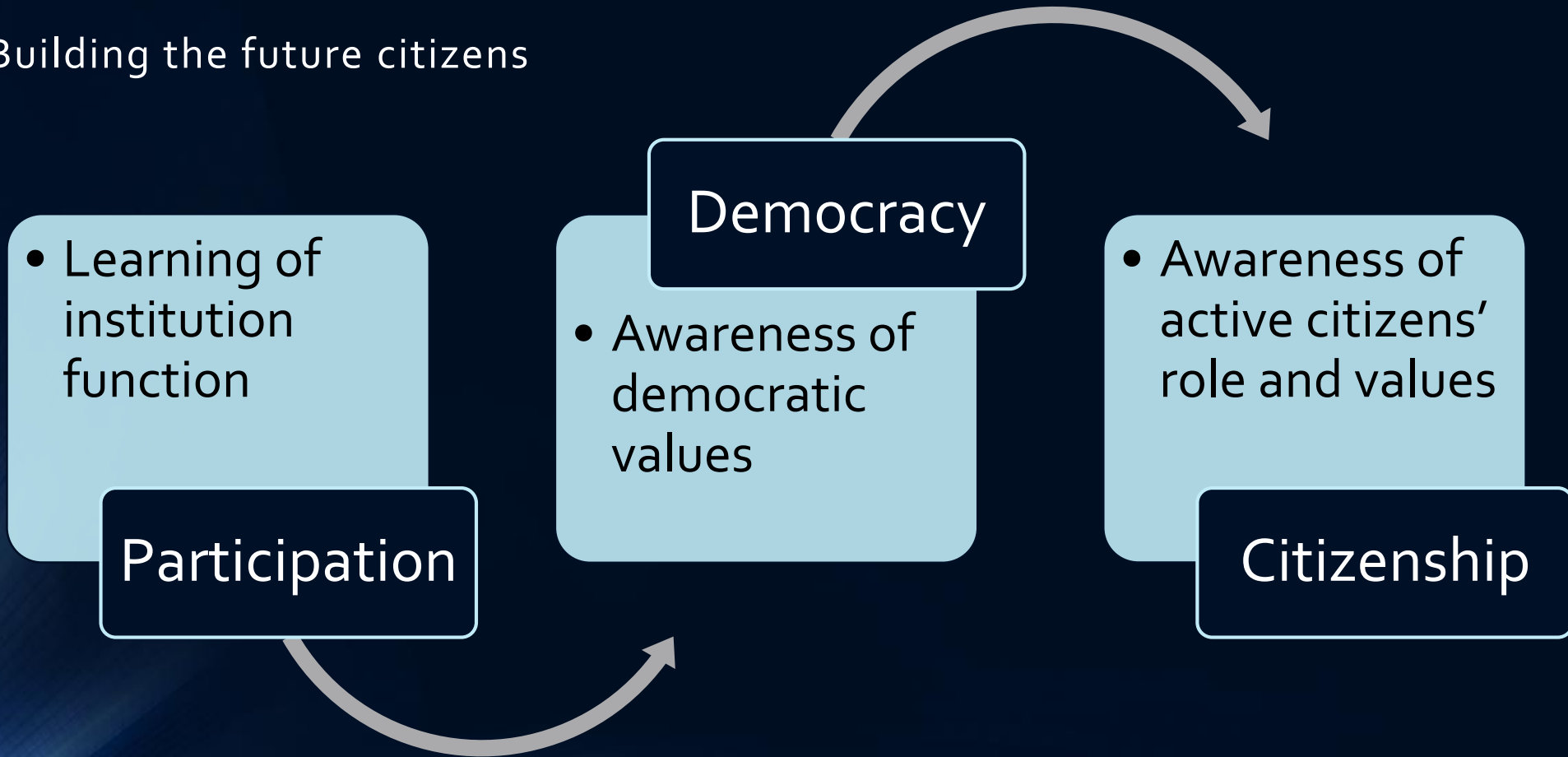
6. Expected outcomes

- ✓ Empowering young people towards democracy and its benefits
- The simulation will empower young participants through the experiential learning of a European institution functions and thus, will enhance human rights, tolerance, solidarity, youth engagement, gender and general equality through increasing the awareness on European citizenship.
- In this way, we will achieve the maximum possible results for the essential non formal education, information and awareness, namely, all the prerequisites that every citizen needs in contemporary society.
- It is pointed out that in our view, only this holistic approach can, in practical terms, prepare and achieve the essential and integrated democratic identity of an active citizen in the 21st century.



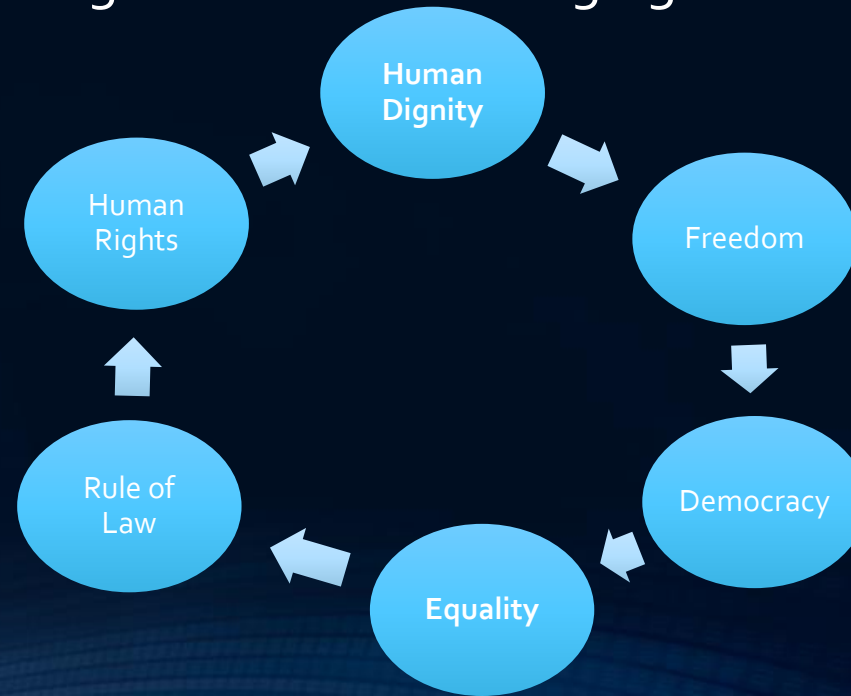
6. Expected outcomes

Building the future citizens



7. Expected outcomes

- Experiential learning tools through European Parliament simulation will generate democratic awareness to young people as long as they will actively learn how democratic decisions at a higher level are taken
- They will be offered the opportunity to participate, act and freely express their opinions towards important contemporary issues.
- Also, pupils will experience the common European way of life and the common frame of values, building and increasing the sense of belonging for the next European generations.



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